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DOCUMENT RESUME

ED 306 355   AA 001 189

Resources in Education (RIE). Volume 24, Number 10.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 306 370 CE 052 308

Children, Families, and Society. Student Laboratory Manual.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 86
NOTE- 109p.; For a related instructor's guide, see CE 052 307.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; *Community Influence; Competency Based Education; Course Content; *Cultural Influences; *Family (Sociological Unit); Family Environment; Family Influence; Laboratory Manuals; Learning Activities; Lesson Plans; Postsecondary Education; *Social Influences; Units of Study; Workbooks

This laboratory manual is designed to prepare postsecondary students for working with children in a child care setting. The experiences in each unit are intended to enhance students' knowledge of and skills in working with children. The workbook is organized in five units covering the following topics: social influences on children and families; cultural influences on children and families; family dynamics; children and families in change; and the family in the community. Each unit includes performance objectives, an overview, references for further information, laboratory experience, a self-evaluation form, and a participation evaluation form. Guidelines for a successful laboratory experience are provided. The manual also contains a glossary and a 17-item bibliography. (KC)

DOCUMENT RESUME

ED 306 385 CE 052 323

Food Production, Management, and Services. Reference Book, Student Activity Book, Student Aid Book.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- 86

NOTE- 1,066p.; For a related curriculum guide, see CE 052 322.

AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.

LANGUAGE- English

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Advance Organizers; Behavioral Objectives; Competency Based Education; *Cooking Instruction; Course Content; Exceptional Persons; *Food Service; *Foods Instruction; Hospitality Occupations; *Job Skills; *Learning Activities; Nutrition Instruction; Occupational Home Economics; Postsecondary Education; Secondary Education; Skill Development; Study Guides

This document includes three of a set of four components covering the food service occupational cluster. The reference book (1985) provides information needed by employees in this occupational area, concentrating on the skills and attitudes needed for successful employment in the food service industry. It provides basic and current information on many types of food service occupations. Each chapter begins with competencies and objectives. Within the text, italicized, bold-faced vocabulary terms are followed by a definition or explanation. Illustrations of equipment and procedures aid student learning. The content of each chapter is summarized in "points to remember," and the vocabulary terms are repeated in a list of "words to know." Review questions are provided as a student self-test. The student activity book provides a variety of pencil-and-paper activities correlated with chapters in the reference book. The student aid book provides information at third-to-fourth-grade reading level and simplified pencil-and-paper activities. The series of coordinated components is designed to meet a variety of instructional needs, for both cooperative education and laboratory education students and regular and special needs students. (KC)

DOCUMENT RESUME

ED 306 400 CE 052 349

Squires, Geoffrey
Teaching and Training: A Contingent Approach. Newland Papers Number Fifteen.
Hull Univ. (England). School of Adult and Continuing Education.
REPORT NO.- ISBN-0-85958-017-2
PUB DATE- 88
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Andragogy; Educational Philosophy; *Educational Theories; Foreign Countries; *Independent Study; *Learning Theories; *Teaching Models; Training
IDENTIFIERS- *Contingency Approach; New Zealand

This paper analyzes teaching and training in terms of certain basic functions and the typical contingencies that affect those functions in practice. Section 1 shows the interrelationships of teaching, training, and learning. Section 2 explores the kinds of learning problems that the independent learner faces and how a planned course can help to alleviate them. Seven functions of courses are identified: selection, induction, structure, teaching, environment, materials, and assessment. Section 3 discusses how each function is affected by seven main variables or contingencies: rationale, regulations, resources, subject, students, staff, and setting. Section 4 describes the nine functions of teaching and training: motivation, orientation, demonstration, explanation, representation, activation, transmission, evaluation, and support. Section 5 discusses the nine contingencies that affect the functions of teaching and training: aims, content, level, self, student, group, physical context, institutional context, and social context. The final section explores briefly the implications of the contingent approach first for student learning, then for the training of teachers and trainers, and finally for research in these fields. Appendixes include examples of case material and articles on contingency in the management of organizations, the teaching and training of adults, and continuing learning in the workplace as well as 48 reference notes. (YLB)

DOCUMENT RESUME

ED 306 414 CE 052 380

Morehouse, Judith A.
Assessment of Personnel Needs and Identification of Training Program Competencies for Paraprofessionals in Transitional Services.
PUB DATE- May 89
NOTE- 110p.; Doctoral dissertation, Colorado State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Vocational Education; *College Programs; Disabilities; Educational Demand; Education Work Relationship; *Job Training; Occupational Information; *Paraprofessional Personnel; Postsecondary Education; *Program Content; *Program Design; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *California State University Long Beach

Survey and interview responses from a nonrandom sample of 116 paraprofessionals and 68 administrators described the need for and the content of a proposed undergraduate program in transitional services at California State University Long Beach (CSULB). All participants were employed to help handicapped youths and adults move from education to employment, by providing transitional services. The number of available transitional services positions so far outstripped the number of trained job applicants that few administrators included previous training among their hiring criteria. Over 90 percent of the paraprofessional respondents were interested in additional training, and nearly 80 percent were interested in undergraduate degrees with specialization in transitional services. Respondents confirmed that competencies identified by a literature review represented, with only two exceptions, a comprehensive and effective personnel preparation program. The competencies were in these areas: assessing program and learner needs; planning instructional components; implementing instructional components; job site instruction; and instructional evaluation. Respondents suggested adding segments on first aid and on terminology from related and interdependent fields of study. Experiential application of conceptual material was considered essential. Such a program should be established at CSULB and should offer certification for paraprofessionals as well as an undergraduate degree. Researchers should track the shifts in responsibilities among transitional services paraprofessionals over time. (Survey instruments and 45 references are appended.) (CML)

DOCUMENT RESUME

ED 306 428 CE 052 400

Groombridge, Joy, Ed.
Learning for a Change.
National Inst. of Adult Continuing Education, Leicester (England).
SPONS. AGENCY- Department of Education and Science, London (England).
REPORT NO.- ISBN-0-900559-63-2
PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Adult Vocational Education; Foreign Countries; *Outreach Programs; Postsecondary Education; *Retraining; *Unemployment
IDENTIFIERS- *England; *Wales

Twenty-two local development projects for unemployed adults in England and Wales are described. Each was conducted during the first three years' operation of the REPLAN program funded by the Department of Education and Science, the Welsh Office, and the Manpower Services Commission. REPLAN aims to improve the quality, variety, and relevance of educational opportunities open to unemployed adults. The project descriptions are organized by geographic region. Each description states the project's global goal, specific objectives, monetary and educational staffing resources, activities, and outcomes, including "lessons learned" by those administering the project. Some of the projects' goals differed, but very often sought to help the unemployed (1) cope with unemployment; (2) improve their confidence and ability to seek employment; (3) consider getting more education; and (4) develop or preserve vocational skills. The methods/activities used to deliver project services often included informal education, community involvement, self-paced learning, and participant involvement in planning and running the projects' activities. (CML)

DOCUMENT RESUME

ED 306 442 CE 052 417

Brion, Marion; Griggs, Norman
Responding to New Needs. The Training of Housing Repair Clerks. FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-107-1
PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; Course Evaluation; *Equipment Maintenance; Foreign Countries; *Minicourses; *Off the Job Training; Postsecondary Education; *Repair
IDENTIFIERS- Great Britain

Developers of a seven-day training course for British housing repair clerks offered at Tottenham College of Technology (London, England) reached the following conclusions: (1) such courses should be run "in house" for a particular employer, because job content varies widely; (2) the communications and technical activities in the course should be integrated because it is crucial that the clerks learn to apply technical knowledge while they question tenants about the requested repairs; (3) if multiple trainers are involved they must develop some understanding of one another's area; and (4) course assessment should be integrated with the learning experiences, provided that an environment of trust has first been created. Other college staff should consider the following questions (among others) when deciding whether to provide similar short courses at the request of employers outside the college: (1) how much time is needed; (2) what administrative support is needed; (3) which staff should take part; (4) how can the conflicting demands of short courses and regular long courses be resolved; and (5) what kind of staff development is needed. (The appendices in this report provide the following information about training housing repair clerks: estimates of time needed to teach particular content; questions to ask when discussing training needs; a typical structure of a six-day course; and some possible combinations for delivering the training.) (CML)

DOCUMENT RESUME

ED 306 456 CE 052 441

Black Perspectives on Adult Education. Identifying the Needs.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-106-3
PUB DATE- 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Blacks; Community Attitudes; Curriculum Development; Educational Assessment; *Educational Discrimination; Equal Education; Foreign Countries; Racial Bias; *Racial Discrimination; *Staff Development
IDENTIFIERS- Great Britain

A project was initiated to begin the process of devising and implementing antiracist strategies for curriculum development and related institutional change in a multiracial adult education division in Sheffield, England. Phase I attempted to do this by carrying out a review of current provision to reflect the needs and interests of a multiracial community, by a preliminary examination of selected areas of the adult education curriculum, and by consideration of initial ideas for alternative teaching and learning materials and methods. A survey of community perceptions of adult education provision included an examination of the effectiveness of existing publicity. Recommendations were made regarding positive portrayals of target groups and translation into community languages. A survey outside polling centers showed that perceptions of adult education were very confused. Community groups were also viewed too often as a homogeneous group of people, although a variety of ethnic and racial groups were represented. The main emphasis of the project was an examination of selected examples of the adult education curriculum that drew on black students' perceptions. Both general and specific recommendations were made. Formal and informal interviews with staff were conducted to determine staff development and support needs. Recommendations focused on staff induction, antiracist training, and special support for black staff. (YLB)

DOCUMENT RESUME

ED 306 470 CG 021 603

Piechowski, Philip A., Ed.; Ciha, Thomas E., Ed.
Project Group Work: An Innovative Approach to Counseling in Schools.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 88
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Client Characteristics (Human Services); *Counseling Techniques; Disabilities; Elementary Secondary Education; *Group Counseling; Hearing Impairments; *High Risk Students; *School Counseling; Teacher Role

This monograph begins with an overview of Project Group Work, a school counseling approach designed to enhance services to at-risk students and to further develop the skills of school social workers, psychologists, and other school personnel through the use of group counseling in the schools. It contains seven chapters. "Types of School Based Groups" (Mary Cashman and Howard Harrington) focuses on groups which benefit the child in the school setting, exploring theoretical and practical aspects of such groups and demonstrating the therapeutic factors present. "Practical Considerations" (Dennis Boore and John Kimple) emphasizes practical considerations in the implementation of group counseling in the schools. "Developmental Stages in Groups" (Frank Ogden) briefly describes the accepted stages of group development (initial stage, transitional stage, working stage). "Leadership Skills" (Delores O'Dell) outlines recent research regarding leadership functions and effectiveness in different types of groups, describes specific leadership skills as they relate to the stages of group development, and discusses practical considerations in applying these skills. "Teacher As Co-Leader" (Kathleen Peterschmidt) discusses the role of the classroom teacher as a co-leader in counseling groups. "M. D. Classroom Groups" (Jim Ott) examines the six stages of group process and considers the specific modifications that might be necessary in dealing with mentally disabled students, "Group Counseling with the Hearing Impaired" (Delores O'Dell) describes practical considerations in developing a group for the hearing impaired, examining counseling strategies, specific materials, and necessary accommodations. (NB)

DOCUMENT RESUME

ED 306 484 CG 021 617

Helping Hands: Effective Programs for At-Risk Students in Virginia.
Appalachia Educational Lab., Charleston, W. Va.; Virginia Education Association, Richmond.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 41p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Dropout Prevention; Elementary Secondary Education; *High Risk Students; Intervention; Potential Dropouts; *Program Descriptions; Program Effectiveness

The Virginia Education Association and the Appalachia Educational Laboratory jointly sponsored a group of six educators to study descriptions of over 100 programs for at-risk students in Virginia public schools. The group developed a Survey of Programs for At-Risk Students that called for an extensive program description and mailed the survey to the identified programs. Forty-three responses to the survey were returned and reviewed by the group. Eighteen programs met the criteria of providing a description of program activities or interventions, a description of evaluation results or effectiveness measures, congruence between the stated goals and interventions described, inclusion of activities that differed from the regular school curriculum, focus on in-school strategies rather than programs for youths not currently enrolled, and evidence of program credibility and enthusiasm for the program on the part of the respondents. This document summarizes characteristics of the 18 programs in these topic areas: goals and objectives; major program activities; types and frequency of instruction; staff development; program funding; program staffing; program histories; program plans for the future; measures of program effectiveness; withdrawals from programs; and major program accomplishments. The programs are listed with contact persons and

brief descriptions, and grouped by educational level. A bibliography is included. (ABL)

DOCUMENT RESUME

ED 306 499 CG 021 632

du Bois-Reymond, Manuela
Parent Expectations and Their Influence on Youths' Copingstrategies.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; Child Rearing; Coping; *Developmental Stages; Expectation; Foreign Countries; Longitudinal Studies; *Parent Child Relationship; *Parent Influence
IDENTIFIERS- *Netherlands

Youth is considered to be a developmental stage between childhood and adulthood. In this stage, adolescents have to master certain developmental tasks step by step, and as they manage to do so, they will grow to the status of adulthood. This study examined how adolescents direct themselves towards the expectations and conduct requirements of their educators during their transition to adulthood. Subjects were adolescents (N=120) who were aged 16 to 18. The subjects had completed their compulsory daytime education by June 1988. In this longitudinal study lasting 4 years, adolescents and (alternately) mothers and fathers will be interviewed. The first round of interviews showed that the adolescents almost unanimously viewed adulthood as boring. More adolescents reported that their private lives were strongly supervised by their parents; fewer considered their parents tolerant and indulgent. Neither adolescents nor parents thought lightly of perspectives for the future as far as education was concerned. Parents did not offer a model for life for the subjects. Subjects will be followed for the next few years to see how they are coping. (ABL)

DOCUMENT RESUME

ED 306 514 CG 021 647

Tuckman, Bruce W.; Sexton, Thomas L.
The Relation between Beliefs and Self-Regulated Performance.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Education Majors; Higher Education; *Individual Power; Locus of Control; *Self Control; Self Efficacy; Teacher Education; Undergraduate Students

This study examined the connection between persistence behavior and beliefs about one's own likely or potential performance. Undergraduates (N=114) in teacher education were asked to write test items for weekly topics in a one-semester educational psychology course, based on information conveyed in lectures and text. Subjects could write as many or as few items per week as they chose for 10 weeks. Improvements in grades would be given for the number of items written relative to other subjects. Subjects were told how many points they had earned and were never told where they stood relative to others. At the start of each week, subjects estimated how many items they would write that week and how sure they were about their estimate (perceived self-efficacy), and how important it was and how likely it was that they would earn a bonus in their grade for item-writing (outcome expectations). Responses were used to classify subjects into high, medium, and low self-efficacy groups. Performance on the item-writing task was compared for the three groups over time. The results showed that those who believed they would put in effort and do the work actually did even more than they anticipated doing, while those who expected to do little actually did even less. The findings suggest that there are three distinct groups of performers who differ greatly in their persistence on a self-regulatory task. It was concluded that self-regulated performance is a legitimate motivationally based phenomenon that can be studied, and that students vary greatly in the degree to which they engage in self-regulated performace. (NB)

DOCUMENT RESUME

ED 306 529 CG 021 663

Frazer, Linda H.; Baenen, Nancy R.

High-Risk Students--Can You Keep Them in School?

Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-PN-88.19
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *High Risk Students; *Potential Dropouts; Program Evaluation; Secondary Education

In light of the fact that students at risk of dropping out of school have become the focus of national attention, this paper examines one alternative program designed to work with a population considered to be at very high risk for dropping out. The population served by the School-Community Guidance Center (SCGC) in the Austin (Texas) Independent School District is described as consisting of those students who present with poor attendance patterns, minimal skills, problems with behavior, and some contact with juvenile court authorities. This paper is divided into five segments. The first part looks at the nature of Rice Secondary School which houses the School-Community Guidance Center. The second part looks at services provided by SCGC in 1987-88. The characteristics of the SCGC are the focus of the third section. In the fourth part, the focus is on what happened to students when they left the SCGC. The last section presents results of a dropout study of former Rice students. (ABL)

DOCUMENT RESUME

ED 306 544 CS 009 641

Johnston, Arlene M.
Encouraging Third Grade Students To Participate in Recreational Reading through Attitude Improvement and Motivational Techniques.
PUB DATE- 88
NOTE- 70p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attitude Change; Grade 3; *Motivation Techniques; Practicums; Primary Education; *Program Evaluation; Reading Attitudes; Reading Research; *Recreational Reading
IDENTIFIERS- *Reading Motivation

A study evaluated a program designed to improve the reading attitude of students who had the skills to read independently but chose not to during their recreational reading time. Subjects, 25 third grade students enrolled in a public school in a rapidly growing city in Florida, performed in the 80th percentile or above on county, state, and national reading tests but were not actively involved in reading for pleasure, displaying a negative attitude toward reading as an activity choice. Subjects participated in a three-month program of attitude improvement and motivational techniques to encourage reading as a recreational activity, which included scheduling class time for recreational reading, putting less stress on the completion of workbook pages, introducing books by author, and implementing a reward system. Results indicated that 22 of the 25 subjects improved in attitude, reporting that they considered reading to be a pleasurable activity. Parents reported that 21 of the 25 students read magazines, books, and newspapers at home as a leisure time option. (Eight tables of data are included; and 19 references and survey instruments, a teacher's log, and correspondence are attached.) (RS)

DOCUMENT RESUME

ED 306 559 CS 009 660

Heiman, Marcia, Ed.; Slomianko, Joshua, Ed.
Thinking Skills Instruction: Concepts and Techniques. Building Students' Thinking Skills Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0201-6
PUB DATE- 87
NOTE- 313p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT (Stock No. 0201-6, $15.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Thinking; *Critical Thinking; *Curriculum Development; Decision Making; Elementary Secondary Education; Learning Strategies; *Problem Solving; Teaching Methods
IDENTIFIERS- Higher Order Skills; Thinking across the Curriculum; *Thinking Skills

This book is a collection of essays on thinking skills instruction and includes the following chapters and their authors: "Encounter with Thinking" (H. Anderson); "Thinking Skills: Neither an Add-on nor a Quick Fix" (A. Costa); "Teaching for Thinking, of Thinking, and about Thinking" (J. McTighe); "Thinking and Curriculum: Critical Crossroads for Educational Change" (B. Presseisen); "Critical Thinking and the Curriculum" (R. Ennis); "Conversation with David N. Perkins"; "Critical Thinking Attitudes and the Transfer Question" (A. Swartz); "Thinking across the Disciplines: Methods and Strategies to Promote Higher-Order Thinking in Every Classroom" (D. Halpern); "Practice Is Not Enough" (B. Beyer); "Learning to Learn: Improving Thinking Skills across the Curriculum" (M. Heiman); "A Strategy for Developing Dialectical Thinking Skills" (J. Rudinow and R. Paul); "Strategies for Active Involvement in Problem Solving" (J. Karmos and A. Karmos); "Restructuring What We Teach to Teach for Critical Thinking" (R. Swartz); "Developing Metacognition in Composition with Peer Response Groups" (L. Meeks); "Basics in Bloom" (N. Hoelzel); "Teaching Thinking to Teach Literature while Teaching Literature to Teach Thinking" (N. Yeager); "Using Thinking Skills in Modified ESL" (P. Jaynes); "The Direct Teaching of Analysis" (R. Charlton); "Conversation with Arthur Whimbey"; "Teaching Precise Processing through Writing Instruction" (K. Didsbury); "Thinking about Learning: An Anarchistic Approach to Teaching Problem Solving" (J. Lochhead); "Holistic Thinking Skills Instruction: An Interdisciplinary Approach to Improving Intellectual Performance" (W. Sadler, Jr.); "Cognitive Modifiability in Adolescence: Cognitive Structure and Effects of Intervention" (R. Feuerstein and others); "Using Vocabulary Study to Generate Thinking" (E. Roberts); "Teaching Critical Thinking: Are We Making Critical Mistakes? Possible Solutions" (R. Sternberg); "The Direct Teaching of Thinking as a Skill" (E. de Bono); "Developing Students' Thinking Skills through Multiple Perspectives" (R. Rubin); "Developing Thinking Skills in Music Rehearsal Class" (D. Reahm); "Developing Higher-Order Thinking Skills in Home Economics: A Lesson Plan" (N. Watts); "Using Literature to Develop Critical Thinking Skills" (M. Tymoczko); "Questioning in a Writing Program to Develop Thinking" (P. Flemming); "Simulation and Thinking" (R. Levitsky); "The Pre-Contact Time American Indian: A Study in the Meaning and Development of Culture--A Teaching Unit" (J. Feeser); "Think Metric" (D. Gallo); and "The Art of Socratic Reasoning" (E. Skorpen). (MS)

DOCUMENT RESUME

ED 306 575 CS 211 791

Julian, Faye D.
Journal Writing across the Speech Communication Curriculum.
PUB DATE- Apr 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Higher Education; *Journal Writing; *Speech Communication; Student Journals; Student Writing Models; Writing Across the Curriculum; *Writing Exercises
IDENTIFIERS- Speech Communication Education; Writing to Learn

Journal writing can be used as a tool for the assessment of teaching while allowing students to have an active and expressive voice in their learning. Journal writing provides an excellent interactive format in which students can more freely express their understanding or lack of understanding of the subject matter. The entries also frequently have a true sense of dialogue and can be extremely "vocal." The journal is an excellent place for brainstorming, for generating topics for papers, and for the selection of individual or group projects. Journal writing is not a new idea, but there are applications for the speech communication curriculum such as: (1) a public speaking teacher having the students record their expectations of the class and their fears and then using the journals to structure a lecture about the goals and the common anxieties of the class; and (2) an oral interpretation teacher having students record their expectations of their own performances before a speaking assignment and their evaluations of their performances after the speeches are given. (RS)

DOCUMENT RESUME

ED 306 589 CS 211 839

Kelly, Leonard P.; Kerst, Stephen
The Interference of Meaning in Error Detection during Editing.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989.)
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Comparative Analysis; Deafness; *Editing; Epistemology; Higher Education; Memory; *Writing Processes; Writing Research
IDENTIFIERS- Communicative Approach; *Error Detection; Text Factors

In order to examine the differential availability of attention between the self-written text and standard text conditions, changes in error detection performance of unskilled hearing writers were compared with those of profoundly deaf writers. Subjects, 10 profoundly, pre-lingually deaf college freshmen with no additional handicaps and a comparison group of 5 hearing freshmen, produced separate written accounts of two short stories that they viewed on videotape. Subjects then reviewed and revised their original drafts and later reviewed and revised a passage with standard content after representative errors had been embedded in the passage. Generally, the deaf writers were less successful than the hearing subjects at correcting errors in their own compositions, and both groups of subjects were more successful correcting the errors in the standard passage than in those that they had written themselves. Results indicated that even during a dedicated error search, the language constraint faces considerable competition for the writer's attention--the working memory always encounters potential invasion by the meaning of the text. Findings also (1) showed that the process of writing about a certain topic promotes the retrievability of that information--its ease of returning to working memory with a minimum of prompting; and (2) suggest that explicit knowledge of grammar conventions is not completely at a writer's disposal during composing and editing. (One table of data is included, and 17 references and one appendix showing an application of the Crandall scoring system are attached.) (MS)

DOCUMENT RESUME

ED 306 603 CS 211 855

Jones, Beau Fly; And Others

Teaching Thinking Skills: English/Language Arts. Building Students' Thinking Skills Series.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0204-0
PUB DATE- 87
NOTE- 106p.; Produced in cooperation with the NEA Mastery in Learning Project.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 0204-0, $9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Educational Research; Elementary Secondary Education; English Instruction; *Language Arts; Learning Strategies; Skill Development; *Teaching Methods
IDENTIFIERS- *Content Area Teaching; Focusing Strategies; Text Factors; *Thinking Skills

This book presents a framework for teaching skills that reflects new research on thinking, teaching for understanding, and instruction in the language arts and content areas at all levels. The book is organized into two parts. Part 1 presents the framework for teaching the language arts as thinking--topics covered are learning, organizational patterns, and instruction. In Part 2, five examples for teaching specific content and skills objectives are presented: the short story or novel; content area passages; poetry; finding the main idea; and argumentation. A glossary of terms related to current educational research is included. (MM)

DOCUMENT RESUME

ED 306 618 CS 506 635

Jeffres, Leo W.; And Others
"Development Communication": Applying the Concept in the American Context.
PUB DATE- 28 May 89
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; *Developed Nations; Information Sources; *Mass Media; Models; *Productivity; Surveys; Theory Practice Relationship
IDENTIFIERS- Critical Analysis; *Development Communication

This paper explored the conceptual issues involving the application of "development communication" to the American context, examined people's needs for development information, the communication system that delivers such information, and the barriers that exist. The paper notes that people's needs for development information may occur in the general, the personal, and the job context. First, several newspapers were examined to construct an inventory of content which could fulfill development functions. The paper then proceeded with a survey which examined public perceptions of what would make individuals more productive and where they would go for help and information to achieve this. Subjects, 344 adults in a large midwestern city, were interviewed by telephone. People's perceptions of what would increase their own productivity were divided into several categories: (1) personal control; (2) external help with individual initiative; and (3) external control in the workplace. The paper concluded that results also indicated that resources people would use included other institutions, the workplace, media, other people, professional help, and personal discipline. Eighty-eight references and two tables of data are attached. (RS)

DOCUMENT RESUME

ED 306 633 EA 020 773

David, Jane L.; And Others
Restructuring in Progress: Lessons from Pioneering Districts. Results in Education Series.
Center for Policy Research in Education.; National Governors' Association, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-1-55877-040-2
PUB DATE- 89
NOTE- 60p.
AVAILABLE FROM- Publications, National Governors' Association, 444 N. Capitol Street, Washington, DC 20001 ($7.50 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Participative Decision Making; *School Based Management; *School Districts; *School Organization; *State Action
IDENTIFIERS- *Empowerment; *School Restructuring

As part of its school restructuring work with states, the National Governors' Association commissioned the Center for Policy Research on Education to conduct case studies of several local school districts experimenting with new structural arrangements. This case study is based on visits to four such districts: Jefferson County Schools (Louisville, Kentucky); Dade County Public Schools (Miami, Florida); Poway Unified School District (Poway, California); and New Orleans Public Schools (Louisiana). The first chapter describes how each district is restructuring its system. The Jefferson system exemplifies a change approach in an urban setting centered about professional development and increased resources for school staff. Poway exemplifies a suburban system that has empowered teachers by decentralizing most district functions to its schools. Dade County represents a district shifting to school-based management and shared decision-making in the nation's fourth largest school system. The New Orleans system demonstrates how a creative partnership with an advocacy group can facilitate new roles and models for structural change. The chapter closes by summarizing pioneering efforts of five other districts in California, Ohio, Indiana, New York State and New York City. The second chapter analyzes some common problems in approaching structural change and explains how some districts have overcome barriers. The final chapter summarizes district initiatives and discusses implications for state actions. If states do not act to support and reinforce district goals and actions, schools will be trapped by conflicting expectations and be unable to change. Included are 12 references. (MLH)

DOCUMENT RESUME

ED 306 646 EA 020 823

Caldwell, William E.; Byers, Kenneth

Principals and Teachers: Using Cooperative Strategies To Manage Conflict and Improve School Climate.

PUB DATE- Apr 88

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Conflict Resolution; *Cooperation; *Educational Change; Junior High Schools; Mail Surveys; *Principals; Public Schools; *Teacher Administrator Relationship

IDENTIFIERS- *Intention; *Pennsylvania

Conflict and disagreement are not only inevitable, but fundamental to successful change. A key to managing conflict between principal parties is each party's attribution of the other's intent. This study tests the relationship between (1) principals' personality predisposition and their self-attributed conflict resolution behavior; (2) teacher commitment and the conflict resolution behavior teachers attributed to their principals; (3) teachers' perception of conflict level and the conflict resolution behavior that teachers attributed to their principals; (4) principals' perception of conflict level and the conflict resolution behavior that principals attributed to their teachers; and (5) principals' self-attributed conflict resolution behavior and the conflict resolution behavior that teachers attributed to the principals. The sample comprised 47 middle level public schools in south central Pennsylvania. Data were collected using principal and teacher questionnaires, and four instruments were used to analyze data. The response rate for principals was 91 percent, and that for teachers was 75 percent. Participants generally perceived moderate to low conflict levels in their buildings. Both groups generally agreed about sources of conflict. Teachers and principals also agreed about conflict resolution behavior; cooperative modes occurred more frequently than competitive modes. Concerning personality predisposition, principals seemed more relationship- than task-oriented. Mean scores for organizational identification, involvement, and loyalty revealed substantial teacher commitment. Other results and implications are discussed in detail. Included are eight references. (MLH)

DOCUMENT RESUME

ED 306 660 EA 020 900

Lewis, Anne; And Others
Wolves at the Schoolhouse Door: An Investigation of the Condition of Public School Buildings. A Report of the Education Writers Association.
Education Writers Association, Washington, DC.
REPORT NO.- ISBN-0-943445-02-7
PUB DATE- 89
NOTE- 64p.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, N.W., No. 310, Washington, DC 20036 ($10.00 plus $2.00 on billed orders; quantity discounts).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Facilities Planning; Elementary Secondary Education; *Facility Improvement; *Financial Problems; *Maintenance; *Obsolescence; *School Buildings; School Community Relationship

If the American schoolhouse symbolizes public concern for children, millions of today's youngsters are receiving a negative message. Based on available statistics and information, and using a representative sample of one-half of the country's public school buildings, this investigation found that 25 percent of the nation's school buildings are shoddy and inadequate; another 33 percent are approaching inadequacy due to increasing enrollments; and the remaining 42 percent are in good condition because their communities can afford them. The chapter 1 overview indicates that prospects for improving or replacing deteriorating structures are grim. The schoolhouse may be the most seriously threatened strand of America's aging infrastructure because (1) more than 50 percent of schools in use today were built during the 1950s and 1960s, a time of rapid, cheap construction; (2) school districts are again facing enrollment crunches; (3) state aid to local districts is generally inadequate; (4) space for mandated special programs is lacking; (5) funding and training for modern maintenance personnel are inadequate; (6) school planning is not integrated with overall community needs; and (7) erratic data collection and state involvement do not facilitate long-range planning. Chapter 2 details construction deficiencies; growth, maintenance, and safety problems; and the effects of changing educational programs and philosophies. Chapter 3 discusses the school facilities finance crisis, while chapter 4 outlines emerging issues, trends, and questions. An "Afterwords" section presents data tables; checklists used in the study; and resource listings of reporters, project advisers, general sources, state facilities directors, and the Council of Great City Schools business officials. (MLH)

DOCUMENT RESUME

ED 306 675 EA 020 935

Milstein, Mike M.

Plateauing as an Occupational Phenomenon among Teachers and Administrators.

PUB DATE- Mar 89

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Some figures contain faint/broken print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Administrator Effectiveness; *Educational Environment; Elementary Secondary Education; School Surveys; Teacher Attitudes; Teacher Burnout; *Teacher Effectiveness; Teacher Improvement; *Teacher Morale; *Teacher Welfare

IDENTIFIERS- *Plateauing

The intent of this paper is to clarify the meaning of the "plateauing" of educators and its effects as a unique form of career stall. Initial definitions are followed by a summary of a presentation of and literature on plateauing and some preliminary findings about the extent of plateauing among educators and how they try to cope with it. Three forms of plateauing are defined: structural, content, and life. Identified are the results and findings of a survey designed to test whether results of plateauing studies in business and industrial settings are also applicable to educational settings. Findings indicated that plateauing is most likely to affect educators who are in well-defined positions for 4 or more years and those who are older. A survey was designed and administered to 216 respondents from several groups of teachers and administrators attending professional development programs in New Mexico. Survey results parallel those in the literature: individuals who judge themselves to be plateaued will also likely perceive themselves to work fewer hours and be absent more frequently. The last section is devoted to analysis of coping mechanisms. Appended are 11 references and 5 data tables. (SI)

DOCUMENT RESUME

ED 306 691 EA 020 984

Brigham, Frederick H., Jr.
United States Catholic Elementary and Secondary Schools, 1988-89. A Statistical Report on Schools, Enrollment, & Staffing.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-027-5
PUB DATE- 89
NOTE- 33p.; For the 1987-88 edition, see ED 298 601.
AVAILABLE FROM- Publications, National Catholic Educational Association, Washington, DC 20007-3852 ($9.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Schools; Demography; *Elementary Secondary Education; *Enrollment Rate; Enrollment Trends; Faculty; Minority Groups; Private Schools; Public Schools; *School Statistics
IDENTIFIERS- *National Catholic Educational Association

This statistical report focuses on Catholic elementary and secondary schools in the United States. The report contains the core school enrollment and staffing data of the National Catholic Educational Association (NCEA). The first part presents a summary of the demographic trends impacting both public and private education. Comparisons are made with other private schools and with the public sector. The second part discusses the number, enrollment, and staffing of Catholic schools. Catholic schools continue to enroll more than 50 percent of all private school students. In 1988-89, there were 8,867 Catholic schools; of these, 7,505 were elementary and 1,362 were secondary. Total enrollment, in 1988-89, was 2,551,119. The percentage of minorities in Catholic schools has more than doubled since 1970-71. In 1988-89, full-time faculty were 137,700. Eighty-four percent of full-time faculty were lay people, 13 percent sisters, and 3 percent brothers and priests. (SI)

DOCUMENT RESUME

ED 306 708 EA 021 216

Baker, Curtis O., Ed.; Rogers, Gayle Thompson, Ed.
The Condition of Education, 1989. Volume 2: Postsecondary Education.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-651
PUB DATE- 89
NOTE- 146p.; For volume 1, dealing with elementary and secondary education, see EA 021 215. For 1988 edition, see ED 294 333.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 065-000-00378-3; $6.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Finance; Educational Quality; *Educational Resources; Ethnic Distribution; *Outcomes of Education; *Postsecondary Education; *School Statistics; *Student Characteristics
IDENTIFIERS- *Indicators

Statistical information on educational indicators derived from studies conducted by the National Center for Educational Statistics (NCES) and from other studies and surveys is presented in a chartbook format. This year, the indicators are published in two volumes, one addressing elementary and secondary education, and the other postsecondary education. A third volume, "1989 Education Indicators," includes the text, tables, and graphs from the first two volumes and supplies technical supporting data, supplemental information, and data sources.) Indicators for postsecondary education have been grouped under the headings of outcomes, resources, and context. Outcome indicators include trends in completion (higher education attainment, degress conferred, and fields of study by race, ethnicity, and sex) and economic outcomes (young adult earnings and higher education research and development spending). Resource indicators focus on fiscal resources (college and university revenues and per student expenditures) and human resources (faculty salaries, new doctorates with jobs in education). Context resources focus entirely on student characteristics: enrollments by type and control of institution, selected personal characteristics, and enrollments by age group and ethnicity. Indicators have been added on degrees awarded according to fields of study and gender. Narrative discussions and charts depict each indicator; 19 supporting tables are appended. (MLH)

DOCUMENT RESUME

ED 306 722 EC 212 785

Procedures Governing Programs and Services for Children with Special Needs. 1988 Edition.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

PUB DATE- 88

NOTE- 79p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disabilities; *Educational Administration; Elementary Secondary Education; *Handicap Identification; Individual Needs; Legal Responsibility; Preschool Education; *State Programs; *State Standards; *Student Placement

IDENTIFIERS- *North Carolina

These procedures document the statutory authority of the North Carolina Division for Exceptional Children, with regard to the following aspects of programs and services for special needs children: definitions; identification, screening, evaluation, and placement; observation; initial conference prior to school-based committee referral; referral; school-based committee; administrative placement committee; comprehensive screening and evaluation; special identification procedures; required and recommended screening and evaluation; reevaluation; individualized education program for the handicapped, group education program for the academically gifted, and educational program for the pregnant; confidentiality and access to records; continuum of programs and services; maximum class size; due process procedures for parents and children; selection of surrogate parents; procedures for determining and assigning surrogate parents; responsibilities of surrogate parents; agencies responsible for administration of procedures; full and appropriate services; disciplinary suspensions; equal education opportunities plan; annual census and listing of students; joint planning; private schools--standards and state board approval; responsibilities of the Division for Exceptional Children; qualifications and certification of educational personnel; categorical exceptional children funds for local school administrative units; transportation; materials, supplies, and equipment; funds to Department of Human Resources and

Department of Correction; organization and administrative structure of Governor's schools; program compliance review; and "Willie M." children. (JDD)

DOCUMENT RESUME

ED 306 735 EC 212 799

Baumgart, Diane; Anderson, Jane

Assessing and Teaching Job Related Social Skills: A Curriculum Manual for Students with Mild Handicaps. Secondary Transition and Employment Project: STEP.

Idaho Univ., Moscow. Dept. of Special Education.

SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 95p.; For related documents, see EC 212 791-801.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Interpersonal Competence; *Intervention; Lesson Plans; *Mild Disabilities; Secondary Education; *Social Development; Teaching Methods; Vocational Education

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to help students with mild handicaps develop job related social skills. The STEP social skills program requires: (1) identifying those skills which are considered important or socially useful by significant others; (2) clearly defining the cognitive and performance components of each skills; (3) accurately assessing skill competence; (4) developing intervention strategies which maximize skill generalization and maintenance. Chapter 1 discusses social competence on the job, while chapter 2 identifies critical vocational social skills including social perception and problem solving skills, generic work-related skills, and job-specific social skills. The third chapter looks at the assessment of vocational social skills and details the 7-step assessment process including obtaining teacher, employer, parent, and student assessment. A community validation checklist of 22 job-related social skills is provided. An assessment videotape is also available. Chapter 4 focuses on intervention strategies and offers a model for teaching generic social skills which is illustrated in sample lesson plans for the skills of asking for help and controlling anger and stress.

Appended is an article entitled "Teaching Community-Validated Job-Related Social Skills to Secondary Students with Mild Handicaps: Assessment Strategies." Also appended is a sample job skill inventory. (DB)

DOCUMENT RESUME

ED 306 749 EC 212 813

Hearing on Discrimination against Cancer Victims and the Handicapped. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 17 Jun 87

NOTE- 119p.; Serial No. 100-31. Some pages contain small, light print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Cancer; *Civil Rights Legislation; *Disabilities; *Equal Opportunities (Jobs); *Federal Legislation; *Handicap Discrimination; Hearings; Private Agencies; Public Agencies; Public Policy; State Legislation; Voluntary Agencies

IDENTIFIERS- Attitudes Toward Disabled; Congress 100th

This hearing was held to receive testimony on private-sector employment discrimination against individuals with cancer and individuals with handicaps. The testimony related to two bills: H.R. 1546, to prohibit discrimination against cancer patients, and H.R. 192, to prohibit employment discrimination against individuals with a disability or a perceived disability. The hearing transcript contains the oral statements, prepared written statements, letters, and supplemental materials from: (1) Mario Biaggi and John Moakley, Representatives in Congress; (2) representatives from private organizations, including National Coalition for Cancer Survivorship, Metropolitan Washington Area Candlelighters, and CANCERVIVE; (3) representatives from colleges, including Gallaudet University and the Training and Research Institute for Adults with Disabilities at Boston College; (4) government agencies, including the Massachusetts Commission Against Discrimination and the Niles Township Sheltered Workshop; and (5) a cancer survivor and an individual with a disability. Also included is a report from the Congressional Research Service titled "Survey of State Statutes Concerning Employment Discrimination of Handicapped Persons." (JDD)

ED 306 356 CE 050 555

Dent, Richard A.
Default Management Manual.
Career Training Foundation, Inc., Washington, DC.; National Association of Trade and Technical Schools, Washington, DC.
SPONS. AGENCY- Association of Independent Colleges and Schools, Washington, D.C.
PUB DATE- Dec 87
NOTE- 144p.
AVAILABLE FROM- Career Training Foundation, c/o National Association of Trade and Technical Schools, P.O. Box 10429, Rockville, MD 20850 ($30.00 plus $5.00 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Educational Finance; Financial Problems; *Loan Repayment; Money Management; Postsecondary Education; Program Administration; *Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; *Student Responsibility
IDENTIFIERS- *Guaranteed Student Loan Program

This manual is designed to instruct administrators of the Guaranteed Student Loan (GSL) Program in how to take every step possible to administer the program effectively and to minimize the program costs of serving the high risk student. It shows schools how to work with students throughout their time in school, create ownership of the loan(s) by the students, and work with the lenders and guarantee agencies when the student becomes delinquent in loan repayments. Chapter I focuses on the default problem of the GSL program. Chapter II considers who defaults and why. The school's effectiveness in administering the GSL program is the focus of chapter III. It covers school administrative procedures that have an impact on defaults and recommending lenders. Chapter IV outlines the Model School Default Prevention Program. Chapter V is designed to help administrators select from the full range of options in the model to tailor the program to the school. The referenced student handout materials are presented in chapter VI. The Borrower's Maintenance Manual for Guaranteed Student Loans includes sections on application for a GSL, loan management, repayment and/or deferments and forbearance, and defaults. Chapter VII contains additional tips to reduce defaults. Appendixes include samples of forms and handouts for students. (YLB)

ED 306 371 CE 052 309

Administration of Child Care Programs: Program Management. Instructor's Guide.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Mar 84
NOTE- 237p.; For a related student laboratory manual, see CE 052 310.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Education; Administrators; Behavioral Objectives; Child Caregivers; *Child Care Occupations; Classroom Techniques; Competency Based Education; Course Content; *Day Care Centers; Exceptional Persons; Learning Activities; Lesson Plans; *Nutrition; Postsecondary Education; *Program Administration; Staff Development; State Curriculum Guides; Student Evaluation; Teaching Methods; Units of Study

This teacher's guide is designed for use by postsecondary child development instructors in programs that prepare students to be child care program administrators. Materials are developed for use in courses that have both a lecture and a laboratory. The instructor's guide is organized in five units covering the following topics: program planning, implementation, and evaluation; facility development and maintenance; parents and the community; nutrition, health, and safety; and personnel development. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters are included for reproduction for classroom use. The instructor's guide also contains guidelines for student laboratory experiences as well as guidelines for evaluating students, for working with students with special needs, and for determining readability using the Fog index. A glossary, answer keys, and a bibliography of all references noted in the units, with publishers' addresses, complete the guide. (KC)

ED 306 429 CE 052 401

Hall, William
Teaching the Social Implications of Technological Change.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-340-X
PUB DATE- 88
NOTE- 36p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Foreign Countries; Postsecondary Education; *Science and Society; *Social Change; Technological Advancement; *Technological Literacy
IDENTIFIERS- *Australia

Intended to help course designers and other professionals infuse the teaching of the social implications of technological change into existing technical and further education (TAFE) courses in Australia, the guide has four sections: (1) a chapter called "Why Teach Social Implications"; (2) examples that were collected from the 11 of 245 TAFE colleges that indicated they had at least one course that included the teaching of the social implications of technological change; (3) a curriculum framework that includes seven models of social implications of technological change; and (4) 20 references. (CML)

ED 306 443 CE 052 419

WRNAFE Planning and Special Educational Needs. Development Planning in NAFE. Bulletin No. 11.
Further Education Unit, London (England).
PUB DATE- Apr 89
NOTE- 7p.; For related documents, see CE 051 939 and CE 052 082.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; *Disabilities; *Educational Needs; Educational Policy; Foreign Countries; *Job Training; Planning; Postsecondary Education
IDENTIFIERS- *England

A project to investigate the extent to which English local education authorities (LEA) purposely planned services for adult students with special education needs (SEN) had these three stages: (1) analysis of 71 LEA second-round plans to identify references to SEN and examples of good practice; (2) analysis of questionnaire responses from 21 LEAs and 64 colleges for evaluation of work-related nonadvanced further education (WRNAFE) planning; and (3) analysis of structured interview responses from matched pairs of LEAs and college representatives from LEAs. Discussions with Training Authority and Department of Education and Science officials were also part of the study. Among the major findings were the following: (1) more than two-thirds of the 71 LEA plans dealt with SEN in some detail, with good practice relating to SEN recorded in 31; (2) start-up provision for SEN usually involved special courses; (3) the most satisfactory planning process was usually a joint activity between LEAs and local colleges; (4) LEAs have advanced their planning for staff development to meet SEN faster than any other aspect of WRNAFE planning surveyed by this project; and (5) LEAs have not yet recognized a high priority for management development. The study also identified six guarantees (e.g., guaranteed procedures for admission and progression) included in SEN policy statements that are considered effective. (CML)

ED 306 457 CE 052 442

Towards an Educational Audit.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-119-5
PUB DATE- 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Adult Vocational Education; *Audits (Verification); Colleges; Continuing Education; Evaluation Criteria; Foreign Countries; Postsecondary Education; *Program Evaluation
IDENTIFIERS- Great Britain

Written in response to pressure for British colleges and local education authorities (LEAs) to be more businesslike, this document consists almost entirely of a working manual or guide (the Educational Audit Reference Inventory) and instructions for how managers can use it to carry out effective performance evaluation of any element of their educational program, from a course to an entire college. The inventory is a set of four audit questionnaires (lead sheet, continuation sheet, action plan, and summary sheet) that can help managers custom design similar instruments more appropriate for their own audits. The guide suggests audit questions to be asked about the following four topic areas that form a framework for evaluation: purpose, management, resources, and outcomes. Evidence, or performance indicators, that the guide suggests should be accepted in answer to each audit question are also given. Advice is given on how to report the evaluation results, and an example of a completed Educational Audit Reference Inventory is provided. The methodology of the project that produced the guide is also explained. (CML)

ED 306 500 CG 021 633

Kardash, CarolAnne M.; Okun, Morris A.
Self-Complexity, Daily Events, and Perceived Quality of Life.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Quality of Life; Self Concept
IDENTIFIERS- Daily Events; *Life Events; *Self Complexity

Recent research has demonstrated that self-cognitions can play an important role in physical and emotional well-being. One important aspect of self-cognition concerns the complexity of self-representations. This study tested the hypothesis that self-complexity, as assessed by Linville's self-trait sorting task, would moderate the effects of positive and negative daily events on the perceived quality of life in undergraduate subjects (N=163). It was expected that as self-complexity increased the positive effect of positive daily events and the negative effect of negative daily events on perceived quality of life would decrease. Results revealed that although both positive and negative daily events influenced perceived quality of life scores, these scores were not influenced by the interaction between self-complexity and daily events. These findings suggest that, when major life events occur, high self-complexity short-circuits the spread of negative affect through the self-structure, but, on a daily basis, it creates a demand to juggle multiple self-aspects. Future research should investigate whether self-complexity is more likely to interact with major, as opposed to daily, events. (ABL)

ED 306 530 CG 021 664

Willis, Denise C.; And Others
The Dropout Prevention Initiative Jobs Program: Perceptions of At-Risk Students.
SPONS. AGENCY- New York City Board of Education, N.Y.
PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Employment Programs; *High Risk Students; High Schools; *High School Students; Hispanic Americans; Racial Differences; Sex Differences; Student Attitudes

As the 21st century rapidly approaches, America will be directly confronted with the reality that its nationwide public education system has failed to adequately and accurately train its future generation of citizens. Socioeconomic status and race have been implicated as the two biggest factors related to dropping out. Current researchers have declared that there is an overall need for more comprehensive and improved data related to youth employment. This study evaluated the impact of a jobs program for at-risk high school students. Students (N=77) from three New York City high schools completed a questionnaire which assessed student demographics; the types of jobs held by students; their relationships with co-workers and supervisors; school and program support; and the impact of their jobs on students' perceptions of their skills, academic studies, and school attendance. The majority of the students were female; the students were primarily minorities, especially Hispanics; and students represented grades 9 through 12. The results suggest that male students are particularly at-risk, that some sex-role stereotyping of job-related courses may exist, and that high school students need more challenging jobs. Future research should continue to monitor sex differences as they relate to dropout behavior. Programs similar to this job program should be encouraged. Students earned needed funds, learned skills that would be an asset in the future, and learned how to interact successfully with co-workers and supervisors. References and 10 tables are appended. (Author/ABL)

ED 306 545 CS 009 642

Lanese, James; And Others
Longitudinal Reading Parity Study 1979-1987.
Cleveland Public Schools, Ohio.
PUB DATE- May 88
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cohort Analysis; Comparative Analysis; Elementary Secondary Education; Longitudinal Studies; *Racial Differences; *Reading Achievement; Reading Comprehension; Reading Research
IDENTIFIERS- Cleveland Public Schools OH; Parity

A longitudinal study followed cohorts of students progressing through schools in the Cleveland Public School district and compared the reading comprehension scores of black and white students. Subjects, 12 cohorts ranging in size from 1400 to 2900 students, had reading comprehension test scores available for the first and last years of the study. Comparison of the test results indicated that: (1) the difference between the percentage of white students and the percentage of black students scoring above the thirty-third percentile widened over the course of the study for all cohorts spanning more than two years; (2) parity of test scores did not occur in any of the cohorts in the final two years of the study; (3) the parity gap is lower in the elementary grades for all cohorts and parity occurs more frequently in the lower grades; and (4) black students read less well than white students at most grade levels in each of the 12 cohorts. (Fourteen figures and two tables of data are included; an appendix of data is attached.) (RS)

ED 306 576 CS 211 800

Speck, Bruce W.; Pabst, Thomas J.
A Cooperative Model for English Composition.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Freedom; College Bound Students; *College English; College Environment; *College School Cooperation; Freshman Composition; Higher Education; High Schools; Models; School Attitudes; *School Readiness; *School Supervision; Writing Instruction

The corporate structures that inform and sustain high schools and colleges are different from each other. The high school structure is required by law to provide students with surrogate parents who ensure that legal requirements are enforced. Colleges, however, assume students are adults and provide a much more open and volatile academic environment where students are given the opportunity to evaluate the world from a variety of viewpoints. Former high school students, upon entering college, are amazed at the amount of coursework they will be required to do and they are disoriented by the adult level of freedom and responsibility expected of them. Colleges and high schools can develop a cooperative program whereby a college course is taught by a college professor at the high school to help students prepare for the transition from high school to college. Such a model helps inform students about the transitions they will need to make to prepare for college. A model developed by the English Department and the Continuing Education Department at Indiana University-Purdue University at Fort Wayne in conjunction with Snider High School was strongly endorsed by the composition students who participated in the cooperative program. (RS)

ED 306 604 CS 211 857

Hunter, William J.; And Others
Word Processing and Writing: A Critical Synthesis.
SPONS. AGENCY- Calgary Board of Education (Alberta).
PUB DATE- Dec 88
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Computer Assisted Instruction; Elementary Secondary Education; Higher Education; Models; *Word Processing; *Writing Evaluation; Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- University of Calgary (Canada)

This report summarizes and synthesizes current research on the effects of using word processors on students' writing performance. The report examines cognitive models of the writing process, issues in the assessment of writing performance, and research on instruction in keyboarding. The work was carried out as part of a course requirement by graduate students in educational psychology at the University of Calgary. One figure is included, and 147 references are appended. (MS)

ED 306 619 CS 506 636

Ediger, Marlow
Reader's Theatre in the Curriculum.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Education; Inservice Teacher Education; Oral Interpretation; *Readers Theater; *Reading Instruction; Student Needs

Readers' theater has much to offer at all levels of student development. When incorporating readers' theater into the curriculum, definite principles of learning from educational psychology need to be emphasized, including: meaningful experiences for students; provision for individual differences among students; and appropriate sequence in learning. Instructors of readers' theater should be heavily involved in inservice educational programs. Means of inservice education should include: observation and evaluation of numerous readers' theater presentations; materials, such as recent literature and audio-visuals, for instructors to read and view as models for instruction in readers' theater; and development and implementation of research design and proposals. (MM)

ED 306 676 EA 020 936

Selection Procedures and Training Programs for New Administrators: A Summary of Practices in Selected School Divisions.
Virginia Beach City Public Schools, Va.
PUB DATE- Mar 89
NOTE- 20p.; A product of the Educational Planning Center.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Evaluation; *Administrator Selection; Elementary Secondary Education; *Instructional Leadership; *Management Development; *Principals; Public Schools

Principals perform many, varied instructional and managerial tasks. Steps in the selection process in a school division fall into four categories: developing policies; establishing a pool; formal selection procedures; and post-hiring activities. When selectors evaluate individual candidates for a position, they use one or more of five basic models: biographical data; written tests; structured interviews; job samples; and assessment centers. Several public school districts have designed professional development programs for potential and current school principals and other administrative and/or supervisory staff. The practices of the following school districts are the focus of the paper: (1) Charlotte/Mecklinburg Unified School District (Charlotte, North Carolina); (2) Ector County Public School District (Odessa, Texas); (3) Howard County Public Schools (Columbia, Maryland); (4) Montgomery County Public School District (Rockville, Maryland); (5) Norfolk City Public Schools (Norfolk, Virginia); and (6) San Luis Coastal Unified School District (San Luis Obispo, California). (SI)

ED 306 692   EA 020 987

Christo, Doris H.
School Choice.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE- Apr 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; *Elementary Secondary Education; Family School Relationship; *Public Schools; *School Choice

As part of a Current Issues in Education series, this report focuses on public school choice. A 14-page annotated bibliography follows a brief introduction and a list of 11 references on the most recent news items involving the school choice issue. (SI)

ED 306 386 CE 052 324

Assistance Services for the Elderly. Reference Book and Student Activity Book.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 88
NOTE- 578p.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Day Care; *Allied Health Occupations Education; Behavioral Objectives; Entry Workers; *Home Health Aides; Household Workers; Instructional Materials; Learning Activities; *Occupational Home Economics; *Older Adults; *Personal Care Homes; Postsecondary Education; Respite Care; Textbooks; Visiting Homemakers; Workbooks

These coordinated components focus on the career cluster of assistance services for the elderly. The reference book 1987 provide information needed by employees. Each chapter begins with competencies to develop and objectives to achieve. Within the text, bold-faced vocabulary terms are defined. Each chapter concludes with a content summary in the "points to remember" section, a listing of the vocabulary in "words to know," and questions for review, which is a self-test for the students. The 32 chapters cover understanding the elderly, services and legislation, job opportunities, employee qualifications, physical needs, emotional needs, mental needs, social needs, housing consideration, transportation, elderly in the marketplace, frauds, clothing needs, nutrition, menus and diets, mealtimes, exercises, hobbies and activities, educational activities, sanitation, safety, preventive health measures, vital health signs, first aid, terminal illness, body mechanics, planning and managing household tasks, energy, bed making, bathing, grooming, and dressing assistance. Unit tests and answer keys are appended to the reference book. The student activity book provides a variety of pencil-and-paper activities correlated with the chapters in the reference book. Each chapter begins with competencies to develop and objectives to achieve, followed by a short paragraph describing the purpose of the chapter. (YLB)

ED 306 401 CE 052 350

See, Laura A.

Student Perceptions Regarding Use of Andragogical Instructional Techniques by Faculty Teaching Selected Syracuse University College Courses: Results of a Pilot Study Using a Theory Based Faculty Assessment Instrument.

PUB DATE- May 87
NOTE- 30p.; Paper presented at the National Conference on the Adult Learner (Columbia, SC, May 25-27, 1987) and at the Michigan Educational Research Association Winter Conference (Lansing, MI, January 18-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Andragogy; Educational Research; Higher Education; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Evaluation; *Teaching Methods
IDENTIFIERS- Syracuse University NY

Students in selected Syracuse University College courses were surveyed to assess the extent to which andragogical (adult-oriented) concepts were reflected in faculty teaching practices. The instrument consisted of 15 continua (adapted from Knowles) with endpoints denoting pedagogical and andragogical extremes related to teaching methodologies. Students indicated on each continuum the place that most accurately reflected their perceptions of the experiences they had in a specific course. Information about student age, course for which the student was completing the survey, gender, last degree completed, student status, and teacher type was also solicited. Usable surveys were completed by 947 students. Older students, females, and, to a lesser extent, those holding the highest degrees and part-time students were most likely to perceive their teachers as using andragogical techniques. Faculty teaching the courses on an adjunct or overload basis were perceived as having teaching techniques more andragogical than those of graduate assistants, emeriti, and load faculty. (Appendixes include data tables and charts, descriptive materials, and the survey instrument.) (Author/YLB)

ED 306 415 CE 052 381

Women in the Military. Hearings before the Military Personnel and Compensation Subcommitee of the Committee on Armed Services, House of Representatives. One Hundredth Congress, First and Second Sessions (October 1, November 19, 1987 and February 4, 1988).

Congress of the U.S., Washington, D.C. House Committee on Armed Services.

PUB DATE- 88

NOTE- 228p.; H.A.S.C. (House Armed Services Committee) No. 100-52.

AVAILABLE FROM- Congressional Sales Office, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Employed Women; *Employer Employee Relationship; Enlisted Personnel; *Equal Opportunities (Jobs); *Military Personnel; *Military Service; Quality of Working Life; Sex Discrimination; *Sexual Harassment; Work Environment

IDENTIFIERS- Air Force; Army; Congress 100th; Marine Corps; Navy

Within this document is the testimony delivered by 15 individuals at congressional hearings. Among the issues spoken to are: the combat exclusion law and its effect on the careers of women in the military; the kinds of jobs open to female armed services personnel; special problems that women in the military face; their promotion and retention rates; sexual harassment of military women and the wives of male personnel; and the dissatisfaction of military spouses. The statements from members of Congress are from Representatives Herbert H. Bateman (Virginia); Beverly B. Byron (Maryland); and William L. Dickinson (Alabama). Other statements are from David J. Armor, Department of Defense; Carolyn Becraft, Women's Equity Action League; Vice Admiral L. A. Edney, U.S. Navy; Martin M. Ferber, U.S. General Accounting Office; Judith S. Gibson, Defense Advisory Committee on Women in the Military; Sydney Hickey, National Military Family Association; Lieutenant General Thomas Hickey, U.S. Air Force; Lieutenant General John Hudson, U.S. Marine Corps; Rear Admiral Thomas Matteson, U.S. Coast Guard; Lieutenant General Allen K. Ono, U.S. Army; Mady Segal, University of Maryland; and Sandra Stanley, Towson State University. (CML)

ED 306 471 CG 021 604

Buri, John R.

An Instrument for the Measurement of Parental Authority Prototypes.

PUB DATE- May 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; College Students; *Discipline; *Family Life; Higher Education; *Parent Child Relationship; Professional Personnel; Psychometrics; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Authoritativeness; Parental Authority Questionnaire; *Permissiveness

Baumrind (1971) proposed three distinct patterns of parental authority (permissiveness, authoritarianism, and authoritativeness) and measured these parenting styles through interviews with parents and their children and through observations of parents interacting with their children. This study was undertaken to develop a readily-accessible, standardized measure of Baumrind's parental prototypes. Forty-eight questionnaire items were constructed based upon Baumrind's descriptions of the permissive, authoritarian, and authoritative prototypes. Items were stated from the perspective of an individual evaluating the patterns of authority exercised by his or her parents. Professionals (N=21) in the fields of psychology, social work, sociology, and education evaluated the accuracy of the items and accepted 36 of the items for the final pool of items. From this pool, 10 permissive, 10 authoritarian, and 10 authoritative items were retained for the Parental Authority Questionnaire (PAQ). Two forms of the questionnaire were constructed to evaluate the parental authority of mothers and of fathers. Seven studies were conducted to test the PAQ's reliability, internal consistency, content-related validity, criterion-related validity, discriminant-related validity, and its correlations with the Marlowe-Crowne Social Desirability Scale. The results of these studies showed the PAQ to have highly respectable measures of reliability and validity. The PAQ should be useful for

assessing the parental authority exercised by both mothers and fathers and it is appropriate for both females and males who are older adolescents or young adults. (The Parental Authority Questionnaire Pertaining to Fathers is included.) (NB)

ED 306 485 CG 021 618

Sattes, Beth; Miller, Maryrita
Survey of Effective Elementary Guidance Programs. Results of a Joint Study.
Appalachia Educational Lab., Charleston, W. Va.; Kentucky Association of School Administrators, Frankfort.; Kentucky State Dept. of Education, Frankfort.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Jan 89
NOTE- 78p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($8.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Counselor Attitudes; *Elementary Education; *Guidance Programs; *Program Effectiveness; *School Counseling; *School Counselors; School Effectiveness; *School Guidance

A study group was formed to investigate effective elementary guidance programs. The group asked all elementary guidance counselors in Kentucky to nominate effective programs in the state. The names of exemplary programs in five other states were also requested. Open-ended interviews were conducted with principals (N=26) and/or counselors (N=22) from 36 programs identified as effective. When asked about key activities in their programs, 95% of the counselors mentioned individual and small group counseling, 82% cited involvement of teachers and staff, and 82% mentioned high visibility with students. Counselors reported spending almost 30% of their time in counseling activities, over 25% in group guidance activities, and 16% consulting with teachers and parents. Principals of elementary schools having effective guidance programs called their programs child-oriented, developmental, involving parents and teachers, and able to provide a balance between counseling and classroom guidance activities. Principals reported providing financial resources, appropriate materials and supplies, adequate facilities, and personal support to their guidance programs. Counselors reported that a supportive principal and adequate facilities contributed most to program effectiveness. This report summarizes results of the principals' and counselors' surveys; counselors' and principals' interview instruments; scoring system for counselors' and principals' interviews; and counselors' and principals' demographic information are appended. (ABL)

ED 306 515 CG 021 648

Olson, George H.; And Others

No-Shows and Dropouts Over Summer Vacation: A Report of the Dallas ISD's Efforts to Locate, Document, and Recover Students Who Drop Out of Schools Over Summer Vacation.

PUB DATE- Jan 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dropouts; Elementary Secondary Education; *No Shows; Student Attrition
IDENTIFIERS- *Summer Vacations; *Texas

In the fall of 1988, the Dallas (Texas) Independent School District mounted an initiative to locate, document, and possibly recover students who did not return to school following summer vacation as expected (no-shows). A scan of the district's student database yielded 7,105 secondary school no-shows and 7,880 elementary school no-shows. Rosters of no-shows were prepared, by school, and delivered to the offices of the assistant superintendents to be distributed to their respective schools. School personnel identified no-shows as not located, private school, alternative school, public school outside of Dallas, moved out, dropped out, pushout (suspended, expelled, incarcerated, or institutionalized student), health/death, district (student attended school elsewhere in the district, and other. Of the 7,105 secondary school no-shows, only 300 were returned without having been classified. Recovery efforts were undertaken and, by January 11, 1989, nearly 30% of no-shows were back in school. Of the 7,880 elementary school no-shows identified in September 1988, 5,096 were still outstanding in January 1989. Characteristics of no-shows and the disposition of no-shows at both the elementary and the secondary school levels were examined. The results question the very high estimates of dropout rates that are often cited; suggest that the recovery of no-shows is not affected by extraordinary effort; and raise questions concerning the utility of including summer no-shows in counts of dropouts. (NB)

ED 306 590 CS 211 842

Busching, Beverly
Handbook for Developing School Writing Programs.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 114p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Program Administration; *Program Descriptions; Teaching Methods; Theory Practice Relationship; Writing Evaluation; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *Process Approach (Writing)

The broad context of curriculum planning, staff development, and administrative decision making is the focus of this handbook for developing school writing programs. The guidelines and activities included in this handbook are meant to be suggestive; the ideas presented in this handbook will, in most cases, need to be shaped to suit the circumstances and needs of the local site. This handbook presents practical assistance based on the experience of a variety of school districts, large and small, rural and urban. The handbook describes a change process that continues over an extended period of time, since the approach taken assumes that in most cases a development project will involve major changes in both curriculum and instruction. Chapter titles include: (1) "How students learn to write"; (2) "Development of writing programs"; (3) "Evaluation of writing; (4) "Writing in content subjects"; and (5) "Conclusion." (Forty-eight figures are included; and a seven-page bibliography is attached.) (RS)

ED 306 634 EA 020 774

Elmore, Richard F.
Early Experience in Restructuring Schools: Voices from the Field. Results in Education Series.
National Governors' Association, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-1-55877-028-3
PUB DATE- 88
NOTE- 32p.
AVAILABLE FROM- Publications, National Governors' Association, 444 N. Capitol Street, Washington, DC 20001 ($7.50 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; *Educational Change; Elementary Secondary Education; Expectation; *School Organization; *State Action; *Teacher Role
IDENTIFIERS- *Empowerment; *School Restructuring

As part of its school restructuring work with states, the National Governors' Association sponsored a March 1988 working meeting of experts to define common issues confronting educators and policymakers. Besides initiating dialogue between these groups, the meeting concentrated discussion on early state and district efforts. This essay summarizes the session's major themes, identifies school restructuring obstacles, outlines emergent strategies in use, and offers guidance to state-level policymakers. Challenges to schools include student performance, the crisis in the supply of teaching talent, and accountability. According to participants, many internal obstacles to change exist, including an unwarranted sense of safety and security in the present structure, educators' hesitancy to become responsible for standards and success criteria, treatment of the teaching and learning task as less important than one's role in the system, unwillingness to take risks, and the difficulty of connecting reform proposals to everyday school life. External constraints against school-level change are an already crowded policy agenda, competing and conflicting reform messages, and unrealistic implementation schedules. Next, ways to promote public awareness, fit "little tries" into comprehensive plans, and cope with middle-management behavior are discussed. Finally, examples of state strategies from Arkansas, Maine, Massachusetts, and Washington are presented. States have generally chosen a project-grant-and-waiver strategy relying heavily on school-level initiative. Challenges facing states are also summarized. An appendix contains a list of participants. (MLH)

ED 306 647 EA 020 826

Pistula, Pat; Manley-Casimir, Michael E.
The Charter, Educational Administration and U.S. Case Law: Contracting Legal Norms and Traditions.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Liberties; *Due Process; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Laws; Norms; *School Law; *Student Rights
IDENTIFIERS- *Canada; United States

The historical, political, and legal evolution of Canada and its traditions has differed from that of the United States' uncritical adoption of U.S. case law. Canada's 1982 Charter, the counterpart of the United States Bill of Rights, is discussed. This paper examines the fundamental differences between Canadian and U.S. value patterns and legal norms; the argument is then tested by applying discussion conclusions to two areas of school law--due process and student rights. Whereas the United States was conceived in a revolution against an authoritarian and paternalistic government, Canada was formed out of a compromise among four colonies, based on common interest in building a railway and willingness to remain under imperial rule for another 100 years. Canadian political culture espouses traditional values and an "elite accommodation" governance style in which policymaking and political leadership are delegated to elites representing major subcultural groups. The greater respect for authority and lesser concern for equality (compared to the United States egalitarian ethos) means that Canadians have not used the courts to the same extent. Because basic civil rights have not been entrenched in a constitution, this legal tradition is weaker than in the United States. The elite accommodation philosophy, which emphasizes deference to school authorities and the need for order, carries over to schools. Canadian courts have granted broad powers to school authorities, both to make and enforce rules based on "in loco parentis" and "parens patriae." As a result, the Canadian school administrator has traditionally counted on a predictable socio-legal environment posing few challenges on substantive educational grounds. Specific due process and student rights applications are discussed, comparing Canadian and U.S. approaches. Implications for administrative practice are also discussed. Included are 58 legal references. (MLH)

ED 306 661 EA 020 901

Cooperman, Saul
Intervention in Deficient School Districts: Re-Establishing Effective Local Control.
PUB DATE- Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Policy; Educational Improvement; Elementary Secondary Education; Government Role; Outcomes of Education; Public Schools; *School District Autonomy; School Effectiveness; *State Action; State Boards of Education; State Departments of Education; State Legislation; *State School District Relationship; State Standards
IDENTIFIERS- *New Jersey; *New Jersey (Jersey City)

In the wake of January 1988 takeover legislation to improve education in the State of New Jersey, this paper describes and justifies the strict state three-tier monitoring system of school district educational standards. School districts that need improvement after the first level of monitoring must develop an improvement plan to overcome their problems in the second level. If a school district cannot address its deficiencies in the second level, it moves into Level III where staff from the Department of Education's Division of Compliance conduct a preliminary review. Corrective action must follow state directives for improvement. Districts that do not take appropriate outcomes-oriented corrective action risk state takeover, as was the case in Jersey City.

Ultimately, the State Board of Education decides for or against a takeover and may return the district to local control after 5 years, a decision based upon progress reports submitted by state-appointed superintendents. Once the state board reestablishes local control, the district's elected school board has the full authority to govern the school system. This process is justified on the grounds that the state has the resources to correct school district deficiencies that the individual districts cannot correct themselves. Indeed, the takeover law is "no more a threat to healthy schools than financial bankruptcy laws are to healthy businesses." (JAM)

ED 306 709 EC 212 771

Research in Education of the Handicapped. Project Directors' Meeting (3rd, Washington, D.C., July 10-12, 1988). Proceedings.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Jul 88
NOTE- 150p.; A product of the ERIC/OSEP Special Project on Interagency Information Dissemination. For individual papers described separately, see EC 212 772-775.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Deinstitutionalization (of Disabled); *Disabilities; Educational Research; Elementary Secondary Education; *Federal Aid; Federal Programs; Inquiry; *Instructional Effectiveness; Intervention; Mainstreaming; Mental Retardation; *Politics of Education; Preschool Education; Public Policy; *Research Design; Research Methodology; *Research Proposals; Special Education; Theory Practice Relationship
IDENTIFIERS- *Naturalistic Research

This conference brought together directors of research grants and research-based contracts funded by the Division of Innovation and Development of the Office of Special Education and Rehabilitation Services (OSERS). The proceedings contain copies of three speeches given at the conference, along with transcripts of the question-and-answer sessions that followed. "The Social Context of Research Design: From Theory to Practice in the Care and Education of Retarded Individuals" by Edward Zigler offers a historical perspective on the issues of deinstitutionalization and mainstreaming, focusing on changes in views and practices toward retarded individuals over time and the role of science in the mental retardation field. "Naturalistic Inquiry: Politics and Implications for Special Education" by Yvonna Lincoln offers a naturalistic model for understanding reality, subject-object dualism, generalization, causality, the role of values, and the treatment of rigor, and outlines the implications of the new paradigm for special education researchers. "View from OSERS" by Martin Kaufman discusses the review system for research proposals at the Office of Special Education and Rehabilitative Services, the selection of reviewers, OSERS' difficulty in communicating its intentions, and current research priorities. In addition to the speeches, two papers from a panel discussion "What is Effectiveness?" moderated by Naomi Zigmond are included: "Some Thoughts on Effective Intervention for Handicapped Preschoolers" (Phillip Strain) and "Makers of Effectiveness at the Secondary Level in Special Education" (Eugene Edgar). (JDD)

ED 306 723 EC 212 786

A Report on the Service Needs of Persons with Autism. In Response to Public Act 84-1291.

Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

SPONS. AGENCY- Illinois State General Assembly, Springfield.
PUB DATE- Jan 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; Day Programs; *Delivery Systems; Educational Therapy; Family Involvement; Group Homes; Intervention; *Needs Assessment; *Psychoeducational Methods; Residential Programs; Social Integration; *State Programs; State Standards; Teaching Methods
IDENTIFIERS- Early Intervention; *Illinois

As mandated by Illinois Public Act 84-1291, this report identifies the service needs of persons with autism, recommends service models, and offers a plan of action to ensure delivery of appropriate services within resources available. Three primary themes are emphasized: a need for intervention at the earliest point in time for persons with autism, a need for strong family involvement in training and implementing service plans, and a commitment to community integration and small residential settings in the community. The report begins by defining terminology and describing autism--its prevalence, characteristics, causal factors, and problems in diagnosis. "Treatment/Habilitation Models," describes medical approaches and psychological/educational methods for fostering normal development. Also described are specific training strategies for promotion of cognitive development, language development, socialization, and behavior changes and for reducing family stress. "Current Services for Persons with Autism" discusses residential programs, day programs, and case coordination services available in Illinois, offers a client profile, describes exemplary programs, and reviews characteristics common to exemplary programs. "Service Needs for Autism" identifies the need for family programs, diagnostic assessment, educational/vocational/employment programs, residential programs, public education, and professional/paraprofessional training. The report concludes with a list of recommendations. A separately published 13-page "Executive Summary" is appended. (JDD)

ED 306 736 EC 212 800

Baumgart, Diane; And Others
Career Focus: A Curriculum Manual for Students with Moderate or Severe Handicaps. Secondary Transition and Employment Project: STEP.
Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 64p.; For related documents, see EC 212 791-801.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; *Career Education; High Schools; Interpersonal Competence; *Moderate Mental Retardation; *Severe Disabilities; Vocational Education; Vocational Interests; *Work Experience Programs

The Career Focus curriculum guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended for use with students with moderate or severe handicaps in grades 10 or 11. It should be used after students have visited work sites and had initial training on a community vocational site. Activities may be incorporated into existing special education programs or presented as a separate class. Goal 1 requires the instructional team to develop activities to confirm the student's career choice with such activities as updating the school record summary and prioritizing jobs of interest. For goal 2 the student, parent, and instructional team develop a written transition plan with activities including obtaining information on adult services and touring facilities. Goal 3 requires the student to participate in school based and/or community based instruction to learn essential skills for his or her job/career preference. Job related social skills are focused on in goal 4 and employability skills (such as completing a basic job application form and participating in an interview) in goal 5. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal. (DB)

ED 306 750 EC 212 814

Williams, Jane M.
Tips for Being a Successful Student: A Handbook for Students and Teachers.
PUB DATE- 87
NOTE- 35p.; Paper presented at the International Conference on Learning Disabilities (10th, Louisville, KY, October 13-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Homework; *Learning Strategies; *Notetaking; Scheduling; Secondary Education; Skill Development; *Student Behavior; *Study Skills; Test Wiseness; *Time Management

This student-oriented instructional booklet provides strategies for students for notebook organization,, time management, note-taking, reading and highlighting assignments, homework completion, and test-taking. The booklet's first section, "Preparing for Classes," offers tips for keeping a notebook, an assignment sheet, a calendar, a daily and weekly time schedule, and suggestions for school supplies. Three reproducible assignment sheet formats and a form for listing and prioritizing "Things to Do Today" are also provided. The second section, "During Classes," suggests active-learning behaviors and teacher-pleasing classroom behaviors; presents techniques for taking clear, comprehensive lecture notes; and includes a reproducible form for note-taking. The third section, "After Classes--Homework," presents 15 recommendations for successfully completing homework. This section presents the SQ3R approach (Survey, Question, Read, Recite, Review) to studying textbooks and gives pointers for critically reading and marking materials. The last section, "Test-Taking," offers strategies for studying for, and answering, four types of objective test questions (multiple choice, true/false, matching, and fill-in-the-blank) and two types of subjective test questions (short answer and essay). (Author/JDD)

ED 306 430 CE 052 403

Hayton, Geoff; Harun, Mohammed
Training for Integrated Manufacturing. A Review of Recent Literature.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-364-7
PUB DATE- 88
NOTE- 54p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne 3001, Australia.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Vocational Education; Foreign Countries; *Industrial Training; *Job Skills; *Manufacturing; Postsecondary Education; Secondary Education; Technological Advancement
IDENTIFIERS- *Australia; *Computer Integrated Manufacturing

Integrated manufacturing is an approach that applies information technologies and new types of work organization to integrate machines, information, and people. The trend toward integrated manufacturing is worldwide and irreversible, and is evidenced and reinforced by these activities and characteristics: development of new technologies of flexibility; sophistication of world markets; application of integrated types of work organization; and industry restructuring. As integrated manufacturing is implemented, there will be increased need for people with cross-disciplinary, higher-level, and cognitive skills as well as a wider range of skills. The implications for training adults include the following: (1) there must be a greater emphasis on conceptual learning; (2) courses and course administration should be more flexible; (3) cross-disciplinary training programs should be developed; (4) generic skills such as computer literacy, process development, and quality improvement should be integrated into existing vocational courses; (5) special programs for managers and supervisors should be developed; (6) efforts to retrain workers already on the job should be increased; and (7) industry's level of commitment to training should be increased. (A reference list of 91 citations concludes the report.) (CML)

ED 306 560 CS 009 662

Strategic Learning in the Content Areas. Bulletin No. 9310.
Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 89
NOTE- 212p.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Elementary Secondary Education; *Learning Strategies; *Reading Instruction; Reading Research; Staff Development; Teaching Methods; Writing Research
IDENTIFIERS- *Content Area Teaching; *Learning across the Curriculum; Text Factors

Intended to assist teachers at all levels and to help students become independent strategic learners, this guide is based on the philosophy that with proper instruction students can understand the reading/learning process and apply this knowledge across the curriculum. Strategies presented in this guide are designed to aid learning from content texts and are appropriate for all content areas. Model lessons are suggested for the specific application of strategies appropriate for certain content areas. The guide addresses the need for teachers to view reading and writing as important learning processes across the curriculum and is intended to be the basis for a staff development program. Appendixes include an annotated bibliography, a glossary, resources, and a list of Wisconsin's guides to curriculum planning. (MS)

ED 306 605 CS 211 887

Ackerman, John
Students' Self-Analyses and Judges' Perceptions: Where Do They Agree? (Reading-to-Write Report No. 4.) Technical Report No. 23.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 36p.; For the other reports in this series, see ED 285 206, and CS 211 845-853.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Freshman Composition; Higher Education; Reading Writing Relationship; *Revision (Written Composition); Self Evaluation (Individuals); Student Evaluation; *Task Analysis; *Writing Evaluation; Writing Research
IDENTIFIERS- *Reading to Write; *Self Monitoring; Writing Strategies
This study is the fourth in a series of reports from the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. The study of task representation reported here explores how students and teachers perceive the same writing assignment by comparing the reported representations of a reading-to-write task from freshman writers with the essay evaluations from trained judges. Subjects, 72 students enrolled in four sections of a freshman composition course, received a follow-up assignment to revise their first draft of a time management essay. The experimental group received instruction in "organizing plans" and an introduction to writing issues in task representation, and completed a Self-Analysis Checklist (S-AC). The control group received the lecture (minus the revision assignment) and an introduction to the self-analysis procedure. Trained judges then rated the essays produced by both groups. Comparison of the judges' and the students' representation of the task indicated that judges and students disagreed far more than they agreed on features in the final product, but that these rival perceptions could be tempered by prompting and instructing students to "interpret with a purpose" when they revised a first draft. Results also indicated that the bases for the different perceptions and expectations are the more interesting and practical findings from this study. (Five figures and three tables of data are included; the Reading-to-Write study reference list, the S-AC, and an appendix of data are attached.) (RS)

ED 306 693 EA 020 991

Goldstein, William
Controversial Issues in Schools: Dealing with the Inevitable. Fastback No. 288.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-288-7
PUB DATE- 89
NOTE- 33p.; Sponsored by the Bradley University Chapter of Phi Delta Kappa.
AVAILABLE FROM- Publications, Phi Delta Kappa, Eighth Street and Union Avenue, P.O. Box 789, Bloomington, IN 47402-0789 ($.90 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Bilingual Education; *Censorship; Change Strategies; *Drug Use Testing; *Educational Trends; *Freedom of Speech; Textbook Content

Several of the current controversial issues on education's agenda are discussed. Chapters are devoted to (1) religion in the schools; (2) freedom of expression; (3) textbook censorship; and (4) compensatory social programs (including drug testing, drug problems, and bilingual education). In each of these areas, the issues surrounding the controversies are examined and ways educators can respond to them are suggested. Appended are 10 references. (SI)

ED 306 372 CE 052 310

Administration of Child Care Programs: Program Management. Student Laboratory Manual.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Mar 84
NOTE- 139p.; For a related instructor's guide, see CE 052 309.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrator Education; Administrators; Behavioral Objectives; Child Caregivers; *Child Care Occupations; Competency Based Education; Course Content; *Day Care Centers; Educational Facilities; Laboratory Manuals; Learning Activities; Lesson Plans; *Nutrition; Postsecondary Education; *Program Administration; Program Development; Units of Study; Workbooks

This laboratory manual is designed to prepare postsecondary students for managing a child care program. The workbook is organized in five units covering the following topics: program planning, implementation, and evaluation; facility development and maintenance; parents and the community; nutrition, health, and safety; and personnel development. Each unit includes performance objectives, an overview, references for further information, laboratory experiences, a self-evaluation form, and a participation evaluation form. Guidelines for a successful laboratory experience are provided. The manual also contains a glossary and a 24-item bibliography. (KC)

ED 306 458 CE 052 443

Flexible Learning in Perspective.

Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-121-7
PUB DATE- Apr 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Vocational Education; *Distance Education; Flexible Scheduling; Foreign Countries; *Nontraditional Education; *Open Education; Postsecondary Education
IDENTIFIERS- *Open University (Great Britain)

Those responsible for coordinating flexible and open learning in colleges should consider whether the time may be right to seek common ground on the issues and principles shared by the many related initiatives in Great Britain during the last two decades. Two principles that are important to flexible learning are that education's effectiveness is measured by the extent to which it enhances the individual's self-esteem and/or progression through qualification: and that the student must be actively engaged in learning. The initiatives have included distance learning, individualized instruction integrated assignments, and open learning, including the Open University and Open Tech. An understanding of the need for counseling and tutorial support has emerged, and, consequently, the terms "supported self-study" and "personal development plans" have tended to replace terms such as "open learning." Less attention is now paid to materials production and more to the following activities: (1) accreditation; (2) modularization of courses; (3) evaluation and adaption of materials; and (4) implementation of student support and staff development. Many initiatives have failed to become fully embedded across their host institutions. When embedding occurs, the focus of control of the learning process moves toward the learner. One way to embed flexible learning is to use an in-college flexible learning workshop for the college's own staff development. (CML)

ED 306 501 CG 021 634

McCaul, Edward J.; And Others
Personal and Social Consequences of Dropping Out of School: Findings from High School and Beyond.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Drinking; *Dropouts; *High School Graduates; High Schools; *Job Satisfaction; Political Affiliation; Salaries; *Self Esteem; Social Integration; Unemployment; Work Experience

One traditional difficulty with dropout research has been finding a reliable base of information relative to dropouts. The High School and Beyond data base provides a unique opportunity to explore issues related to dropping out. This study used data from the High School and Beyond 1980 base-year survey, the second follow-up survey in 1984, and the 1986 follow-up survey to investigate the experiences of dropouts and high school graduates having no postsecondary education in 1986, 4 years after the projected date of graduation. Dropouts and graduates were compared on self-esteem, alcohol use, political and social participation variables, work satisfaction, salary of current job, periods of unemployment, and number of jobs. Multiple regression analyses were used to determine the degree to which dropping out explained the variance in these measures when gender, socioeconomic status, and academic achievement were held constant. Dropouts were found to differ little from graduates with no postsecondary education on many personal and social adjustment measures. Distinct differences between dropouts and graduates did emerge in alcohol use, some areas of political participation, number of jobs, and periods of unemployment. The findings reinforce the conclusion that dropouts are less likely than high school graduates to participate in the mainstream of democratic life and in stable employment. (Author/NB)

ED 306 546 CS 009 643

Varnhagen, Connie K.

Development of Causal Reasoning in Story Recall and Production.

PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Project supported by the Natural Sciences and Engineering Research Council of Canada and the Social Sciences Research Council of Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 1; Kindergarten; Longitudinal Studies; Primary Education; Reading Research; *Recall (Psychology); *Story Telling
IDENTIFIERS- *Causal Reasoning; *Story Retelling

A study examined causal reasoning in the context of story recall and story production in young children. Subjects, 20 kindergarten and 20 first grade students matched according to I.Q. scores, parental demographics, and preschool experience, were read stories and asked to recall them and given the setting for a story and asked to complete it. The stories were analyzed for the nature of causal reasoning in them. Results indicated that no significant differences existed in the story recall of kindergarten and first grade students, but the structure of their recall shifts to the causally more important by the end of first grade. Results also indicated no evidence for change in causal reasoning with either group's story production task. (One table and three figures of data are included; and 11 references are attached.) (RS)

ED 306 577 CS 211 801

Lows, Suzanne K.; Vogt, Lorna C.

Enrichment Viewing: A School and Community Collaboration on
Literature.
PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *English Instruction; *Enrichment Activities; High Schools; Literature Appreciation; *Program Design; Program Implementation; *School Community Programs; Student Interests; *Videotape Recordings

English teachers have long pondered two problems: the promotion of worthwhile adventures in the study of literature; and the plight of students incarcerated in "study halls." The two problems can be alleviated by a common solution--quality literature selections on videotape with a VCR and television screen for student use only, located in the library/media center. Students build their literature background through videotapes of literature pieces in a relaxed manner on their own time and at their own pace. This personal viewing of significant pieces of literature is entitled Enrichment Viewing, and has been successful for three years at Sycamore High School in Illinois. The first step in establishing an Enrichment Viewing program at Sycamore was to contact the librarian/media director, who quickly agreed to the project. After research, the English Department chairperson and the librarian chose initial tapes, VCR, television monitor, and the type of anchoring equipment that would be needed. The total cost of initiating the program was $2,395. After obtaining the principal's approval, a grant request was submitted to the Sycamore Education Foundation. The Foundation, composed of civic and business leaders, makes funds available through grants to purchase enrichment materials that the school district could not otherwise afford. The request was approved quickly. Of course, not all students chose to participate in the program, but many did. As the years have passed, the original core of videos has been supplemented with other tapes, supporting various aspects of the English curriculum. (MM)

ED 306 620 CS 506 637

Nixon, Judy C.; West Judy F.
Bridging the Technology of Telecommunications into Business Communication.
PUB DATE- Feb 88
NOTE- 6p.; Paper presented at the Annual Southeast Regional Conference of the Association for Business Communication (Tampa, FL, February 25-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Research; Electronic Mail; Facsimile Transmission; Modems; *Occupational Surveys
IDENTIFIERS- Federal Express Mail

A survey of companies using telecommunications equipment investigated the distribution of channel selection and the use of external mail distribution systems. A total of 50 companies responded to the survey, which identified 12 telecommunications systems and seven external mail distribution systems. Results indicated that the four most popular telecommunication systems (listed in decreasing order) were data modems, key telephone systems, facsimile, and computer-to-computer data transmission. Results also indicated that facsimile, Federal Express, and telex were the most popular external mail distribution systems. (Two tables of data are included.) (RS)

ED 306 677 EA 020 937

Kallos, Daniel
Marxism, Schooling and Curriculum Theory: Revisited.
PUB DATE- Mar 89
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Curriculum Research; *Educational Change; Elementary Secondary Education; Foreign Countries; International Education; Marxian Analysis; *Marxism; Socialism
IDENTIFIERS- Sweden

This paper focuses on the changes in power and control relations in the Swedish society as they relate to issues of curriculum theory and research. Two issues in particular are discussed: (1) why Marxist research is still necessary and to what purpose; and (2) some current taks and problems for Marxist research on curriculum and schooling. (SI)

ED 306 357 CE 050 997

An Adult Literacy Public Awareness and Marketing Campaign. "New York--You Can Read." Capsule Report.

New York State Education Dept., Albany. Office of Occupational and Continuing Education.

REPORT NO.- 87-11-CR-C
PUB DATE- Jun 88
NOTE- 23p.; Document contains colored print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Marketing; Program Development; Program Effectiveness; *Program Implementation; *Public Relations; *Statewide Planning
IDENTIFIERS- *New York

New York--You Can Read, the state's adult literacy project, was developed to accomplish the following: (1) produce a focused adult literacy public awareness campaign in coordination with national and statewide literacy efforts; (2) increase the public's knowledge of adult illiteracy; (3) improve the promotion and marketing capabilities of local adult literacy providers; and (4) evaluate marketing techniques for recruiting hard-to-reach adults needing literacy services. The first phase of the campaign consisted of activities designed to increase public awareness of the problem of adult illiteracy and the state's literacy initiative. The second phase involved activities designed to increase the campaign's impact at the local level. Phase 3, the project's local development, monitoring, and technical assistance phase, included such activities as telethons, readathons, newspaper articles and ads, and television and radio public service announcements. The fourth phase (at the end of the project's first year) consisted of regional celebrations of literacy. During the second project year, efforts continue to raise public awareness of the problem of adult illiteracy, recruit and enroll students in need of literacy services, and encourage business and industry to support literacy programs for their workers. (MN)

ED 306 387   CE 052 325

Child Care and Guidance Management and Services. Reference Book and Student Activity Book.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jan 89
NOTE- 816p.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; *Child Development; *Day Care; Day Care Centers; Disabilities; Entry Workers; Instructional Materials; Learning Activities; *Occupational Home Economics; Postsecondary Education; Textbooks; Workbooks

These coordinated components focus on the career cluster of child care and guidance, management, and services. The reference book provides information needed by employees. Each chapter begins with competencies to develop and objectives to achieve. Within the text, bold-faced vocabulary terms are defined. Each chapter concludes with a content summary in the "points to remember" section, a listing of the vocabulary in "words to know," and questions for review, which is a self-test for the students. The 27 chapters cover the child care profession, careers, child care center, influences on child development, wholesome child care environment, health awareness, healthy environment, safety, emergencies, daily routines, development, physical development, emotional/social development, mental/intellectual development, teaching strategies, newborns and infants, toddlers, preschoolers, school-age, development in children with special needs, guidance and child behavior, family management, child care program administration, curriculum management, food service management, financial management, and parent, community, and professional relationships. Unit tests and answer keys are appended to the reference book. The student activity book provides a variety of pencil-and-paper activities correlated with the chapters in the reference book. Each chapter begins with competencies to develop and objectives to achieve, followed by a short paragraph describing the purpose of the chapter. (YLB)

ED 306 402 CE 052 351

Bates, Inge
Inside Education and Training: Curriculum, Gender and Occupational Roles.
PUB DATE- Mar 89
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *Career Choice; *Caregivers; Employed Women; Employment Programs; *Females; Foreign Countries; Job Training; Nursing Homes; Secondary Education; Sex Role; *Sex Stereotypes; Social Class; Socialization; Unemployment; Vocational Adjustment; *Working Class; *Youth Employment; Youth Programs
IDENTIFIERS- *Great Britain; Youth Training Scheme

This paper explores social class, gender, Great Britain's Youth Training Scheme, and social reproduction in the context of entry into "caring" careers. Data are drawn from one of a group of ethnographic studies. The focus is on participant observation with a group of 16- to 18-year-old girls training for jobs in the field of institutional care. The paper begins by exploring aspects of the girls' experience of their training and work placements, which involve physically and emotionally stressful tasks, such as coping with violence, dealing with incontinence, and laying out the dead. It then documents a gradual process of adjustment to this type of work that ends with the girls positively seeking work in the field. This discussion serves as the basis for posing the central questions of the paper--why working class girls enter working-class, gender-stereotyped jobs and what role the Youth Training Scheme plays in promoting their adjustment. An explanatory framework is developed that revolves around features of the occupational culture of institutional care, gender socialization in the context of working class families, specific functions of the hidden and visible curriculum of the Youth Training Scheme program, and the wider context of youth unemployment and job scarcity. (14 references.) (YLB)

ED 306 416 CE 052 382

Workshop for Key Staff of Geriatric Education Centers (4th, Houston, Texas, April 21-24, 1988). Workshop Report.

Texas Consortium of Geriatric Education Centers, Houston.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

PUB DATE- Apr 88

NOTE- 109p.

CONTRACT- HRSA-240-87-0071

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Aging (Individuals); Delivery Systems; *Educational Gerontology; *Federal Programs; *Geriatrics; Postsecondary Education; *Program Administration; *Program Development; *Staff Development

IDENTIFIERS- *Geriatric Education Centers

This document contains an executive summary and the report of the workshop. An overview highlights major events and outcomes of the workshop. Major addresses and the staff development sessions that occurred at a workshop for key staff of geriatric education centers (GECs) are discussed. Summaries of presentations include the following: "Welcome, Introductions, and Review of Purposes" (Roush, Gleich); "Federal Perspective of National GEC Program" (Louden, Gleich); "Management of Geriatric Education Centers" (Louden, Koenig, Gleich); "Program Development" (Saunders, Feather, Teitelman); "Evaluation Strategies" (Karuza, Hubbard, Torian); "Models in Geriatric Education: Impressions and Concerns" (Prothero, Groth, Sanchez); "Strategies to Promote Education in Geriatrics" (Connelly, Parlak, Nelson); "Accessing Educational Resources" (Davis, Mellor, Gardner); "Establishing Community Linkages" (Marshall, Noback, Tryon); "Relationship of Geriatric Education to Service Delivery Models" (Abrass, panel discussion--Hughes, Dimond, Luchi); "Linkage Binding; Evaluation; Curriculum; Issues and Trends" (Saunders et al.); Discussion of Transition of Task Forces to Work Groups; "Issues in Geriatric Education" (Hatch, panel discussion--Besdine, Dobrof, Pfeiffer); GEC Staff Development Sessions and Group Reports to Plenary Sessions; "The Role of GECs in Community Development" (panel discussion--Brasfield, Haber, Rankin, Oppenheimer); "Future Directions for Geriatric Education Centers" (panel discussion--Calkins, Beck, Kowal, Fulmer). A list of participants' names and addresses is included. (KC)

ED 306 444 CE 052 420

Jones, A. Louise

Nurses' Perceptions on the Shortage of Nurses and Enrollment Decline in Nursing Programs and Means to Increase Student Nurse Enrollment in Arizona.

PUB DATE- Apr 89
NOTE- 136p.; Doctoral research project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- Demand Occupations; Employment Patterns; Enrollment Influences; Higher Education; Labor Supply; *Labor Turnover; *Motivation; *Nurses; Nursing; *Nursing Education; Program Improvement; Promotion (Occupational); *Salaries; *Student Recruitment
IDENTIFIERS- *Phoenix College AZ

A case study investigated three specific concerns related to the shortage of nurses and the decline in enrollment in nursing programs: (1) identification of reasons for the nursing shortage and enrollment decline; (2) identification of weaknesses in nursing that have contributed to the shortage of nurses and enrollment decline; and (3) identification of strengths in the nursing profession that could attract people to nursing. Data were collected through an extensive literature review; interviews with nurse leaders, nurse educators, and practicing nurses in Maricopa County, Arizona; and mailed questionnaires to two random samples of 700 registered nurses who work in Arizona. Nurses identified several major issues as causes for the nursing shortage and enrollment decline in nursing programs. The issue that was repeated most frequently related to the lack of adequate financial compensation. Many respondents also believed that nursing has a poor image because of poor general working conditions and the way the media depict nursing. Recommendations based on the findings of the study included more nurse and nurse-educator representation on committees that have an impact on nursing salaries, more networking among nurses, assertiveness training for nursing students, and increased public relations and recruiting efforts for the nursing profession in general and for the Phoenix College nursing program in particular. (44 references.) (KC)

ED 306 472 CG 021 605

Buri, John R.; And Others
An Arena of Comfort during Adolescence.
PUB DATE- May 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (61st, Chicago, IL, May 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Age Differences; College Students; Higher Education; High Schools; High School Students; *Parent Child Relationship; *Self Esteem
IDENTIFIERS- *Nurturance

Research has consistently shown parents' nurturance, acceptance, affection, support, and attention to be positively related to their children's self-esteem. Absent in these investigations of the relationship between parental nurturance and self-esteem, however, has been a consideration of whether the nurturance bases upon which these "reflected appraisals" of self-esteem are evaluated vary with changes in age. This study was conducted to investigate the stability of parental nurturance as a basis for mid-adolescent and late-adolescent judgments of global self-esteem. Data were collected from three samples: 61 15-year-old high school sophomores, 98 17-year-old high school juniors and seniors, and 333 19-year-old college students. All subjects were from intact families; high school students were living with their parents. All subjects completed a demographic questionnaire, the Tennessee Self-Concept Scale, and two forms of the Parental Nurturance Scale to measure mother's nurturance and father's nurturance. The results revealed that the self-esteem scores for the 19-year-olds were significantly higher than the scores for the younger age groups. Self-esteem was found to be strongly related to both mother's and father's nurturance at all three age levels. This high level of stability in the relationship between parental nurturance and adolescent's self-esteem across all three age groups suggests that parental nurturance is an important "arena of comfort" for adolescents during the potentially turbulent adolescent years. (NB)

ED 306 486 CG 021 619

Child Abuse Prevention Optional Unit. Teacher Resource Manual.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0076-2
PUB DATE- 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Abuse; *Elementary Education; Elementary School Students; Foreign Countries; *Health Education; *Prevention; Resource Materials; Safety Education; *Teaching Guides
IDENTIFIERS- Alberta

This teacher resource manual complements the optional Child Abuse Prevention Unit of the Elementary Health Program for schools in Alberta, Canada. The activities and suggestions contained in the manual are intended to be supportive, not prescriptive. The stated goal of this unit is to enable all children to develop the knowledge, skills, and attitudes to help protect themselves from abuse, and to assist those children who are being abused to seek help by trusting their feelings, acting assertively and effectively in problem situations, and seeking help from within their support system. This unit includes objectives from other areas of the health curriculum (self-esteem, respect for self and others, knowledge and care of one's body, awareness of feelings, and decision-making) as they apply to personal safety situations. Activities are described and grouped by grade level for grades one through six. Appendices include discussions of the dynamics of abuse, child protection legislation, detection and reporting of abuse; sample documents; and the United Nations Declarations of the Rights of the Child. (ABL)

ED 306 516 CG 021 649

Olson, George H.

School Dropout Indices: It's a Matter of Definition.

PUB DATE- 8 Apr 88
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Dropout Rate; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Problems; *Research Methodology; Research Problems; *Statistical Analysis

This paper acknowledges that research on school dropouts presents problems in the definitions and computation of dropout indices. It considers a variety of methods for computing dropout rates, using dropout rates which are real and which were available at the end of the 1986-1987 school year. Fall enrollment, average daily membership, and total population are presented as three ways of measuring enrollment during the 1986-1987 school year. Data from student withdrawal records is categorized under the headings of no-shows, voluntary dropouts, walkaways, and involuntary withdrawals. Five methods are discussed for computing dropout statistics in the area of attendance and non-attendance, and the differences in the dropout rates obtained by each of these methods are described. Two methods are described for computing statistics on dropouts and no-shows, one longitudinal method is presented, and four cohort-longitudinal methods are discussed. Results of different methods are presented in data tables, with table 7 summarizing the dropout rates computed by the 12 methods. Table 7 illustrates that the rates range from a low of 7.1, computed by comparing the change in enrollment from one grade level to the next for 1 year, to a high of 64.7, computed by tracking a cohort over 6 years, through to graduation. It is noted that dropout rates computed over secondary schools as opposed to high schools are generally lower, and that cross-sectional rates are always lower than longitudinal rates. (NB)

ED 306 531 CG 021 665

Pugh, Wesley C.; Brawner, Linda

A Systemwide Evaluation of a Child Abuse Policy and Staff Development Initiative.

PUB DATE- Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Elementary School Students; Elementary Secondary Education; *Inservice Teacher Education; Prevention; *Referral; School Policy; Secondary School Students; *Staff Development

The School District of Philadelphia initiated a child abuse awareness workshop for all schools and school district personnel in April 1988. The objective of the sessions was to provide an increased awareness and sensitivity on the part of all school district employees to the issue of child abuse and its impact on the physical, emotional, and mental development of young people and of the role of school district personnel in addressing this problem. Approximately 70 percent of the school district's 253 schools returned questionnaires eliciting reactions to key issues addressed during the workshop, with a total of 8,628 employees' questionnaires analyzed. Results showed that: (1) the majority of respondents felt comfortable reporting cases of suspected child abuse; (2) the largest proportion of respondents who were not comfortable reporting child abuse indicated they were fearful of some form of retribution; (3) there was a need for increased staff development; and (4) respondents indicated they wanted to be informed if any action was taken on referrals. Several recommendations emerged from data analysis, including recommendations that follow-up staff development be provided; experts in prevention be involved to provide leadership; follow-up reports to those making referrals should be made; the role of parents and educators in child abuse prevention should be publicized; and the school district with other city agencies should distribute literature on child abuse to school personnel and parents. The individual respondent's questionnaire and the group recording forms are appended. (ABL)

ED 306 591 CS 211 843

Samples of Students' Writing from the Grade 6 English Language Arts Achievement Test, June 1988.

Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.

PUB DATE- Nov 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Foreign Countries; Grade 6; Intermediate Grades; *Language Arts; Scoring; Student Evaluation; *Student Writing Models; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- Alberta; *Story Writing; *Writing Tests

This booklet provides Grade 6 teachers, administrators, and students with samples of students' writing that exemplify the criteria used to score students' written responses on the June 1988 Grade 6 English Language Arts Achievement Test. The writing assignment required students to read the beginning of a story and use their imaginations to complete the story. The papers included in this booklet generally illustrate the quality of students' work at each of the five levels of accomplishment described in the scoring guide. Accompanying each student's response is a discussion relating the characteristics of the response to the descriptors in the scoring guide. The booklet also includes sections on approaches to planning and drafting, and development issues. An appendix provides a sample scoring guide. (MM)

ED 306 648 EA 020 829

Rieck, William A.
Staff Evaluation: Strategies for Continuous Instructional Improvement.
PUB DATE- 25 Feb 89
NOTE- 47p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 24-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Formative Evaluation; *Instructional Improvement; *Job Performance; *Personnel Evaluation; Personnel Management; *Summative Evaluation; *Teacher Evaluation; Teacher Improvement; Teacher Supervision

Building level staff evaluation strategies for the purpose of improving instruction are presented. First, the philosophies of formative and summative evaluation are described. Formative evaluation is a nonjudgmental process, and summative evaluation provides for judgment with performance improvement recommendations. Next, six anxiety-reducing steps are outlined: (1) have a preobservation conference stressing the improvement needed; (2) permit teachers to refuse unannounced class visits; (3) always find something positive to say; (4) offer specific suggestions on how to solve the problem; (5) ensure that the evaluation discussion extends beyond one minor point; and (6) be consistent with staff members so that everyone understands uniform evaluative criteria. The paper concludes by urging evaluators to make positive as well as negative remarks that are specific, plausible, and can be monitored. Appended is a staff evaluation packet. (SI)

ED 306 694 EA 020 992

Oregon Pupil Transportation Manual, 1989.
Oregon State Dept. of Education, Salem.
PUB DATE- 89
NOTE- 89p.
AVAILABLE FROM- Publications and Multimedia Center, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bus Transportation; Elementary Secondary Education; *Motor Vehicles; *School Buses; State Legislation; *Student Transportation
IDENTIFIERS- *Oregon

This manual provides school bus drivers and school officials with pertinent material relating to safe and efficent school transportation. Chapter I presents the laws governing pupil transportation. Oregon motor vehicle laws are identified by an ORS (Oregon Revised Statute) number, and pupil transportation regulations are identified by an OAR (Oregon Administrative Rule) number. Chapter II defines regulations governing pupil transportation administration. Chapter III presents the regulations governing pupil transportation operation, and chapter IV includes various advisory materials. (SI)

ED 306 724 EC 212 788

Valett, Robert E.
Improving the Education of Learning Handicapped Pupils.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Modification; *Classroom Techniques; Discipline; *Educational Environment; Elementary Secondary Education; *Instructional Design; *Learning Disabilities; *Mild Mental Retardation; Questioning Techniques; Reinforcement; Teacher Student Relationship; *Teaching Methods

The paper considers improved instructional design for learning handicapped students including the development of a cooperative and supportive school organization, the creation of appropriate classroom management systems, and the employment of active teaching strategies. A supportive school organization requires a positive interpersonal climate, placement of exceptional learners in the least restrictive environment, alternatives to normative testing and grading procedures, and a sound school-wide discipline code. Creation of an appropriate classroom management system requires establishment of positive interpersonal relationships between the teacher and students and among pupils. Also useful are attractive structured learning environments, behavior modification systems, and parent involvement. Ten active teaching strategies are: (1) clearly explain instructional objectives and tasks; (2) model and demonstrate assignments appropriately; (3) use "special" instructional materials and equipment; (4) ask questions and encourage responses; (5) present appropriate aids, prompts, and cues; (6) direct pupils in self-mediation and self-management; (7) praise pupil achievement; (8) provide correction and feedback; (9) record pupil performance using systematic token reinforcers and credits; and (10) show enthusiasm and interest in the lesson. A special education effective teaching lesson evaluation form is appended. (DB)

ED 306 737　　　　　　　　EC 212 801

Baumgart, Diane; And Others
Job Preparation: A Curriculum Manual for Students with Mild, Moderate or Severe Handicaps. Secondary Transition and Employment Project: STEP.
Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 110p.; For related documents, see EC 212 791-800.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; High Schools; Interpersonal Competence; *Job Placement; *Mild Disabilities; On the Job Training; *Severe Disabilities; *Student Educational Objectives; Student Evaluation; *Vocational Education; Vocational Rehabilitation; *Work Experience Programs

The Job Preparation curriculum guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is designed to provide students with mild, moderate, or severe handicaps in grades 10, 11, or 12 with hands-on training for a specific job chosen by the student and parents in previous career and work exploration activities. Completion of the Job Preparation phase culminates in placement in an on-going job and establishment of eligibility for adult support services. Goal 1 establishes a transition plan for the student. Goal 2 requires that the student apply job-seeking skills learned as part of Career Focus to obtain a job placement. Goal 2B provides for placing a student on a job training site consistent with his or her interests and abilities if the student cannot obtain a job independently. Goal 3 establishes procedures for determining training needs. Goal 4 aims to teach job skills and work-related social and academic skills, and involves adult service providers in the job training process. Goal 5 establishes a system for monitoring the student's progress on the job and Goal 6 involves evaluating the Job Preparation program through interviews with employers and students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal. (DB)

Wyly, M. Virginia; And Others
Managing Premature Infant Stress: Training Does Make a Difference?
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 88
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
GRANT- 121-0400
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; Behavior Development; Child Development; *Hospitalized Children; Infant Behavior; Intervention; Medical Services; Neonates; *Nurses; Nursing; *Premature Infants; *Stress Management; Training
IDENTIFIERS- *Intensive Care Nursing

The Nurse-Parent Training Project, developed in cooperation with Children's Hospital of Buffalo (New York), was designed to provide developmental supportive care for premature infants, and to reduce stress while optimizing neurobehavioral development. A program was conducted to train nurses working in neonatal intensive care nurseries, to enable them to recognize infant signs of stress and use appropriate interventions to promote infant stability. The training employed a stress and coping model to address infant, family, and staff stress. Sixteen nurses were trained, and observation of their subsequent clinical behaviors supported the efficacy of the training. Compared to 10 nurses on a training wait list and 10 nurses who did not wish to undergo training, trained nurses showed more caring behaviors during medical interventions and showed more effective supportive behaviors following medical interventions. (JDD)

ED 306 547 CS 009 644

Stevens, Robert J.
A Cooperative Learning Approach to Studying Expository Text. Report No. 31.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 22p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; *Content Area Reading; Cooperative Learning; Critical Reading; Grade 5; Grade 6; Intermediate Grades; *Learning Strategies; Program Descriptions; *Program Evaluation; Reading Research; Science Instruction; *Study Skills
IDENTIFIERS- Expository Text

A study evaluated the effects of a 5-week study strategies program called RAVES (Read, Answer, Vocabulary, Examples, Share) designed to help intermediate students understand and recall information presented in expository text. Subjects, 156 fifth and sixth grade students enrolled in suburban Maryland science classes, read a section of expository text, answered self-generated questions, defined vocabulary, generated examples of concepts, and shared their vocabulary and examples with partners in a cooperative learning situation. Results indicated that students in the RAVES program scored significantly higher on a comprehension test given after the third week of the program than did the control group of students. (One table of data is included, and 30 references are attached.) (RS)

ED 306 561 CS 211 412

Grade 12 Diploma Examination, English 30. Part A: Written Response. June 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 88
NOTE- 19p.; For January 1988 edition, see ED 293 124. For part B, see CS 211 413-414.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the English 30 Grade 12 Diploma Examinations in Alberta, Canada, this test booklet contains the composition component of the June 1988 tests. During 2.5 hours, students are required to perform the following writing tasks: (1) a personal response to an excerpt from Annie Dillard's "Teaching a Stone to Talk" (30% of the examination grade); and (2) a composition requiring students to choose any two authors studied in senior high school English classes to illustrate the theme of maintaining identity through setting, character, and/or events (70% of the examination grade). The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (MM)

ED 306 621 CS 506 639

Jolliffe, Lee; Bond, Turner
Sex-Role Stereotyping in Two Newspapers of 1885: The Influence of the Pioneer Effort.
PUB DATE- 5 Aug 85
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Support for this research provided by a Small Research Grant from the Center for Women's Studies, The Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- Attitude Measures; *Journalism History; Mass Media Role; *Newspapers; Press Opinion; *Sex Differences; *Sex Role; *Sex Stereotypes; *United States History
IDENTIFIERS- Journalism Research; Journalistic Objectivity; Journalistic Style; New York Times; Pioneer Life; San Francisco Chronicle; United States (East); United States (West)

To answer the questions of whether the pioneer effort and subsequent differences in lifestyles affected sex-role stereotyping in newspapers in 1885 and whether a widely perceived difference in role expectation was evident in the popular writing of the times, a study examined the differences in sex roles reflected in popular journalistic portrayals of two distinct modes of living. These two modes were the settled, stylized city life of the East and the turbulent, sometimes dangerous, and frequently arduous life of the western pioneers. The year 1885 was chosen because it marked a pivotal period in the social perception of women in both the East and West. The "New York Times" and the "San Francisco Chronicle" were chosen because they were typical of the era, readily available, and are still in publication. A total of 180 stories were randomly selected and sampled pertaining to women or men 18 years of age or older. Findings revealed that (1) numerical analysis of individual signifiers indicate that the pioneer experience did serve to broaden societal perceptions and awareness of women as functioning entities; and (2) greater environmental stresses of western migration, which necessitated a broader distribution of survival activities between the sexes, influenced journalists to write about women in more serious and respectful tones even though topics of discourse remained essentially the same. (Seven notes and five tables of data are included, and 85 references are appended.) (MS)

ED 306 635 EA 020 789

Education Issues. GAO Transition Series.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO/OCG-89-18TR
PUB DATE- Nov 88
NOTE- 24p.
AVAILABLE FROM- Publications, U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (free, first 5 copies; $2.00 for each additional copy; 25 percent discount on orders of 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Federal Programs; *Government Role; *Government School Relationship; Higher Education; *Program Implementation; *Student Financial Aid
IDENTIFIERS- *Guaranteed Student Loan Program

This summary report is one of a series addressing major policy, management, or program issues facing Congress and the administration. The issues identified in this report indicate the need to: reduce the cost and preserve the integrity of higher education student loan and grant programs; enhance the federal role in monitoring lenders, agencies, and schools involved in grant programs; and strengthen departmental management of data on individual student loans. The complexity of the federal student loan and grant program, coupled with default costs, demands greater departmental control. To enable the system to function effectively, the Secretary of Education should (1) encourage better collection practices by lenders and guaranty agencies; (2) increase incentives for lenders, agencies, and schools to protect federal financial interests; (3) enhance program monitoring of lending participants; and (4) improve the quality of data the Department of Education maintains on individual student loans. To enhance the federal role in elementary and secondary education programs, the Department of Education should (1) provide better guidance for program implementation of Chapter 1 and 2 legislation; and (2) work with states to ensure the availability of nationwide data needed to gauge program success. Finally, the Secretary of Education must strengthen departmental management by increased secretarial involvement and an improved financial management system that prevents waste of resources and generates reliable financial reports. (MLH)

ED 306 662 EA 020 905

Allison, Derek J.

Toward the Fifth Age: The Continuing Evolution of Academic Educational Administration.

PUB DATE- Mar 89
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; *Curriculum Development; *Curriculum Enrichment; *Educational Administration; Higher Education; *Relevance (Education)

This paper discusses the future of academic educational administration. Specifically, it: defines the difference between academic and practial interests in educational administration; traces the evolution of academic study in educational administration; discusses how each major stage in this evolution has led to increased sophistication and complexity within the academic realm but, at the same time, has tended to further distance study from practice; examines recently proposed reforms in academic educational administration; and considers an alternative that would accommodate the current press for greater practical and experiential training in administrator preparation programs without sacrificing the future promise of academic study. The paper concludes by advocating the preservation and extension of academic study of educational administration in the following ways: (1) the history and philosophy of academic and practical educational administration should be taught; (2) wider attempts to understand schools as unique social phenomena within the literature of organizational theory should be considered; (3) closer and more penetrating treatments of the nature of power and authority in organizational settings must be reviewed; and (4) specific attention should be given to the subjective reality of organizational life. (JAM)

ED 306 678 EA 020 938

Gittins, Naomi E., Ed.; Gray, Geoffrey W., Ed.
School Law in Review--1988. Proceedings of the NSBA Council of School Attorneys Annual School Law Seminar (New Orleans, Louisiana, March 25-26, 1988).
National School Boards Association, Alexandria, VA. Council of School Attorneys.

REPORT NO.- ISBN-0-88364-142-9
PUB DATE- 88
NOTE- 112p.; For 1986 edition, see ED 278 096.
AVAILABLE FROM- Publications, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($30.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Age Discrimination; *Boards of Education; Communicable Diseases; *Educational Improvement; *Educational Quality; Hazardous Materials; Humanism; *Lawyers; *Legal Problems; *School Law; Sexual Harassment; Taxes; Wastes

This book is composed of the presentations delivered at the 1988 School Law Seminar. Experienced attorneys presented topics covering a wide range of current issues, all vital to competent legal representation of public school boards. The following articles are included: (1) "Secular Humanism and the Schools" (August W. Steinhilber); (2) "Sexual Harassment" (Jim Walsh); (3) "Current Issues under the Age Discrimination in Employment Act" (David R. Keller); (4) "Hazardous Waste Law Comes to the Schoolyard" (G. Richard Hill and Beth A. Clark); (5) "The Supreme Court's Affirmative Action Decisions: Implications for School Boards" (Elliot Mincberg); (6) "Communicable Diseases and Students: Legal Issues and Policy Considerations" (Arthur W. Cernosia); and (7) "U.S. Tax Policy: Will State and Local Governments Pay the Bill?" (Katharine Herber). (SI)

ED 306 710 EC 212 772

Zigler, Edward F.

The Social Context of Research Design: From Theory to Practice in the Care and Education of Retarded Individuals.

PUB DATE- Jul 88
NOTE- 35p.; In: Research in Education of the Handicapped. Project Directors' Meeting (3rd, Washington, DC, July 10-12, 1988) Proceedings; see EC 212 771.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Deinstitutionalization (of Disabled); Educational Research; Elementary Secondary Education; *Mainstreaming; *Mental Retardation; Normalization (Handicapped); Preschool Education; *Research Design; Residential Programs; *Social Environment; Special Education; Theory Practice Relationship; *Trend Analysis

This paper examines the issues of deinstitutionalization and mainstreaming from a historical perspective, focusing on the changes over time in views and practices toward retarded individuals and the role of science in the mental retardation field. The parallel development of residential programs and special education programs for individuals with mental retardation is described; and movements toward deinstitutionalization, normalization, and mainstreaming are examined. Excessive concern with the physical settings of services is cited, with the recommendation that the actual social and psychological characteristics within each individual setting be considered. The paper proposes that: (1) services should be matched to each person's needs, regardless of setting which might include the large institutions; (2) such large institutions should train new generations of professionals to work with retarded persons; and (3) large institutions which continue to be used should be humanized. Following the speech is a transcript of a question-and-answer period. It deals with the phenomenon of the decreasing numbers of children labeled as mildly mentally retarded, the state of the existing knowledge base in mental retardation research, and the need for regular education teachers to receive special training before mainstreaming occurs. (JDD)

ED 306 373   CE 052 311

Guide to Teaching. Vocational Home Economics Education.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 88
NOTE- 161p.; For related documents, see CE 052 312-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competency Based Education; Course Content; Daily Living Skills; Disabilities; Educationally Disadvantaged; Educational Resources; Exceptional Persons; Health Education; Learning Activities; *Occupational Home Economics; Parenthood Education; *Program Development; Secondary Education; *Special Education; *State Curriculum Guides; *Teaching Methods
IDENTIFIERS- Texas

This guide was developed to help vocational home economics teachers in Texas incorporate the essential elements mandated by the State Board of Education into the curriculum. The guide contains advice to teachers in the following 10 areas: program planning; curriculum; teaching basic academic skills in vocational home economics classes; supervised occupational activity programs; serving disadvantaged and handicapped students in vocational education; identification of special needs students; vocational education and special education coordination; references; teaching essential elements for vocational education; and vocational home economics education. A section of teaching aids also is included. (KC)

ED 306 431 CE 052 404

Guthrie, Hugh
Performance Indicators in TAFE.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-308-6
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accountability; Adult Education; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Measurement Techniques; Postsecondary Education; *Program Effectiveness; *Program Evaluation; *Program Validation; Summative Evaluation
IDENTIFIERS- *Australia

Intended for policymakers, administrators, and others involved in determining how the efficiency and effectiveness of technical and further education (TAFE) should be measured, this monograph contains the following sections: (1) "Introduction," including a explanation of the origins of the push for performance indicators and the response to it; (2) "A Case for Performance Indicators? Some Conceptual Issues," which discusses cost-effectiveness and the role of performance indicators; (3) "What Are Performance Indicators? Some Definitions," including the relationship between performance indicators and program evaluation and validation; (4) "Four Factors to be Considered in Developing Performance Indicators," which explains the political, financial, administrative, and educational factors; (5) "Some Performance Indicators," with examples of those that indicate effectiveness and those that indicate efficiency; (6) "Performance Indicators--Some Issues and Concerns"; and (7) "Some Conclusions." A list of 44 references concludes the document. (CML)

ED 306 459 CE 052 444

Leeman, Phyllis A.
Medical Services Assistant Curriculum.
East Hartford Board of Education, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 30 Aug 88

NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Grade 12; High Schools; Lesson Plans; *Medical Assistants; *Medical Services; State Curriculum Guides

Designed to develop 12th-grade multiple competencies courses, this curriculum prepares the student to assist a physician, dentist, or other health professional with the management of a medical office and to perform basic health services procedures. Course descriptions are provided for the two courses in the curriculum: medical services assistant (full year, one credit) and medical services assistant office procedures and work experience (two semesters, half credit each). The content of the medical services assistant course is also outlined. Fourteen lesson plans are provided. Each lesson plan consists of these components: list of competencies, introduction, content outline, evaluation and feedback suggestions, list of materials needed, and supplemental materials as required--visual aids for the teacher, evaluation sheets, quizzes, handouts, and homework assignments. Lesson topics include measuring temperatures, measuring and recording oral temperatures, cleaning thermometers, measuring pulse and respiration, measuring and recording a radial pulse, measuring blood pressure, measuring and recording blood pressure, special senses: the eye, Snellen eye screening, measuring height and weight of an adult, measuring the height and weight of an infant, testing blood for glucose, testing urine for glucose and acetone, and testing stool for occult blood. (YLB)

ED 306 502 CG 021 635

Harnish, Richard J.; And Others

Factors Affecting the Misperception of Friendliness Cues in Initial Interactions.

PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (60th, Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Congruence (Psychology); Cues; *Friendship; Higher Education; *Personality Traits; *Physical Attractiveness; *Sex Differences; *Sexuality; *Student Attitudes

Some researchers have found men to attribute more sexual meaning to heterosexual interactions than do women. This study was conducted to examine factors which may enhance or diminish this gender difference on perceptions of sexual intent by considering the three variables of physical attractiveness of target, similarity of target's personality to his or her partner's personality, and whether the respondent was a high or low self-monitor. Male (N=94) and female (N=94) undergraduates were grouped in mixed-sex pairs and discussed their likes and dislikes about college life. Subjects then rated their partners on a set of sexuality trait adjectives. The results revealed that males perceived their female partners as more seductive, sexy, and promiscuous than females perceived their male partners. Both males and females perceived highly physically attractive people in more sexual terms than they did those who were of average or below average physical attractiveness. In addition, both genders attributed more sexuality to partners perceived as possessing a personality very similar to their own. While these results do not help predict which individuals are more likely to misperceive others, they do help predict who is most likely to be misperceived. (NB)

ED 306 578   CS 211 805

Cole, David L.
A "Convenient Medium of Truth": "Elsie Venner" and the Medicated Novels of Oliver Wendell Holmes.

PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Authors; Literary History; Literature Appreciation; *Nineteenth Century Literature; Novels; Psychological Characteristics; *United States Literature
IDENTIFIERS- *Elsie Venner (Holmes); *Holmes (Oliver Wendell)

During his long career as medical doctor, professor, lecturer, and author, Oliver Wendell Holmes produced, among other notable works, three novels designed to caution the medical profession against giving precedence to cures over causes in the healing process: "Elsie Venner," "the Guardian Angel," and "A Mortal Antipathy." Of these three "medicated" novels, "Elsie Venner" has attracted the widest audience, with its consistently vibrant heroine, whose ophidian traits enhance the psychological mystery of her nature and eventual revelation of her human desires. Similarly, "The Guardian Angel" and "A Mortal Antipathy" address the riddle of psychological ills--the main character in all three novels suffers from some degree of psychological malady diagnosed by medical doctors, who become central characters. Although Holmes is not considered a pre-Freudian, his portrayal of psychological disorders in the three novels yields his contribution to the rise of realism in nineteenth-century American literature and the need for humane and objective medical diagnosis in place of the demands of social customs and religious dogma. (MM)

ED 306 592 CS 211 844

Language Arts Grades 8 and 9: Program of Studies/Curriculum Guide: Interim 1989. Integrated Occupational Program.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

REPORT NO.- ISBN-0-7732-0086-X

PUB DATE- 89

NOTE- 202p.; Contains shaded material (material printed in colored boxes and on colored paper). This material will reproduce clearly but not in the manner intended.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communication Skills; Curriculum Guides; Daily Living Skills; Foreign Countries; Grade 8; Grade 9; *Integrated Curriculum; Junior High Schools; *Language Arts; Program Descriptions

IDENTIFIERS- Canada; *Integrated Occupational Program

Designed for students who have experienced difficulty in learning, this combined curriculum guide and program of studies describes the Integrated Occupational Program (IOP) which is designed to develop the skills necessary for everyday living at home, at school, in the workplace, and in the community. The IOP Language Arts Grades 8 and 9 program is designed to provide for the development of the essential concepts, skills, and attitudes required for effective communication in all environments. The Language Arts 8 and 9 program has been developed to practice these skills by integrating skills across the curriculum and applying these skills to various real life situations. Goals for the program include having students: (1) become self-motivated and self-directed decision makers; (2) gain increased confidence in taking risks, accepting challenges and making decisions; and (3) develop a sense of self-worth and confidence in their ability to participate responsibly in a changing society. (RS)

ED 306 606 CS 506 561

Swanson, Charles H.

Speak Out for Listening.

PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the International Listening Association (10th, Atlanta, GA, March 1-4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; Communication (Thought Transfer); Communication Skills; Elementary Secondary Education; *Listening; Listening Comprehension; *Listening Skills; Social Action

There are two possible explanations about why listening is such an overlooked skill. First, as a skill, listening suffers from automaticity, the operational nature of skills that are used without conscious thought to achieve a goal. Second, there is no word which specifically identifies an inability to listen. "Illistenacy" is a term that can identify the inability to voluntarily control attention so as to understand nonwritten messages of varying degrees of complexity, in a consistent fashion over extended periods of time. The key symptom in "illistenacy" is a dependence on involuntary attention, and a lack of ability to control voluntary attention. In order to get those who make decisions, legislators, school boards, administrators, even teachers, to understand the importance of listening, the use of advocacy is necessary. Advocacy means that it is necessary to determine who gets the message, set realistic goals, develop a campaign, build contacts, organize a calendar, and establish an action plan. Establishing and maintaining the place of listening in the vocabulary and consciousness of society is an ongoing process, not the magical act of one brilliant voice on one grand day in the sun. Listening may find its place in the paradigm or myth of society more quickly through a carefully planned advocacy. (MS)

ED 306 752 EC 212 816

Shaughnessy, Michael F.; Scott, Patricia Carol
Children, Hyperactivity and Low Frustration Tolerance.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Patterns; *Behavior Problems; Child Rearing; Conceptual Tempo; Drug Therapy; *Educational Diagnosis; Elementary Secondary Education; *Hyperactivity; Individual Characteristics; *Intervention; Nutrition; Physical Activity Level

This paper addresses issues regarding the hyperactive child, the impulsive child, and the low frustration tolerance child. It points out the subjectivity involved in identifying children as hyperactive, and outlines various forms of hyperactivity: the child who is in constant movement, the child who manages control in school but exhibits whirlwind behavior at home, the child who is well-behaved until something upsets the routine, the child whose behavior gradually deteriorates over a period of time, and the child who is adversely affected by change. A list is offered of factors to consider in assessing the child's behavior. The frustration tolerance of parents and teachers is also a factor. Avenues which can be explored to improve the situation include examining the child's diet; examining the child's emotional world; examining the duration, frequency, and intensity of the behavior; trying preventative measures; using medication; using behavior modification; providing structure in the form of a highly organized, rigid, systematic environment; consulting a physician; and ensuring that parents take care of their own health. (JDD)

ED 306 358 CE 051 698

Moyana, Henry
Vocational Education in America: Lessons for Zimbabwe.
PUB DATE- 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Education; *Developing Nations; *Educational Change; *Educational Development; Foreign Countries; Postsecondary Education; Preservice Teacher Education; Secondary Schools; *Teacher Education Programs; Technical Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Great Oaks Joint Vocational School District OH; *Zimbabwe

Those shaping the vocational-technical education program in Zimbabwe can learn much from the factors that influenced vocational education in the United States; the problems U.S. vocational education encountered; and the structure and content of American vocational and technical education. Accordingly, Zimbabwe's vocational leaders must encourage serious education; establish a vocational association to sponsor conferences and publish a journal; form an advisory committee of people with diverse backgrounds to advise the government, labor, and ministries of education; require teacher education program recruits to have several years' experience in their vocational field; and make passing one's examinations a condition of tenure for teachers. The cooperative education program (called "twinning" in Zimbabwe) should be expanded. Students at technical colleges should remain in residence for 2 years (instead of 1) before serving as a practice teacher during their third year. The private sector must become involved in planning and implementing vocational education. Teachers' colleges should build nursery schools that can be run as part of the home economics teacher education program, as is the one at Great Oaks Joint Vocational School in Cincinnati, Ohio. Greater emphasis should be given the recommendations of the head and staff of vocational education institutions. (CML)

ED 306 403 CE 052 366

Access to the Mainstream Curriculum. A Report on the Integration of Learners with Special Needs at Canterbury College of Technology.

Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-093-8
PUB DATE- 88
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Agency Cooperation; Ancillary School Services; *Disabilities; Foreign Countries; *Mainstreaming; Parent Participation; Parent School Relationship; Postsecondary Education; *Special Education; Staff Development; *Technical Institutes; Vocational Education
IDENTIFIERS- *Canterbury College of Technology (England)

This report is a summary of work carried out at Canterbury College of Technology (England) during 1986 to manage access to the mainstream curriculum for a group of students with physical and sensory disabilities. It emphasizes the case study approach because it was from that indepth analysis that the college was able to develop strategies. The three phases of the project are discussed: Phase I, which examined the existing situation and tried to identify individual students wanting to gain access to the mainstream college provision; Phase II, which consisted of a detailed analysis of the needs of students identified; and Phase III, which continued development of Phase II and identified the changes required in the curriculum to accommodate fully students being brought into mainstream college life. Other chapters describe the staff development program to support the integration process, the role of managers in special needs education in a further education establishment, significant support services, and cooperation with schools and outside agencies. The involvement of parents in further education and the role of the local educational agency are also examined. A 13-item bibliography is followed by these appendixes: a summary of the special needs work undertaken at the college and the college's Policy Statement on Special Educational Needs Provision. (YLB)

ED 306 445 CE 052 421

Learn and Earn through Tryout Employment. A Comprehensive Guide for JTPA Practitioners.

National Alliance of Business, Inc., Washington, D.C.

SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-88713-633-8
PUB DATE- Mar 86
NOTE- 46p.; For related documents, see CE 052 422-423.
AVAILABLE FROM- National Alliance of Business, Inc., 1201 New York Avenue, NW, Washington, DC 20005 ($11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Economically Disadvantaged; *Employment Potential; *Entry Workers; *Job Skills; Postsecondary Education; School Business Relationship; *Vocational Education; *Work Experience Programs; Young Adults; Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982; *Private Industry Councils; Service Delivery Areas

Intended for use by local persons responsible for planning, managing, and evaluating Job Training Partnership Act (JTPA) programs, this guide draws on the experiences that Private Industry Councils, Service Delivery Areas (SDAs), and local program operators have had providing tryout employment. (Tryout employment programs provide entry-level work experiences to young people who would not usually be hired because they lack good work behaviors, attitudes, or skills or because they face other barriers to employment.) The guide describes alternative approaches and techniques used in current tryout programs. The first section of the guide defines tryout employment experience and explains why it is important. The second section provides a systematic approach to use in designing tryout employment programs. The third section uses that approach to describe locally developed programs or program functions such as assessment. This section also contains some examples of key forms developed by SDAs or operators for use with employers and participants in clarifying responsibilities and tracking performance. A list of National Alliance of Business regional service offices concludes the document. (CML)

ED 306 487 CG 021 620

A Credit to Yourself: Planning Your High School Program. (Designed for Students Entering Grade 10 in the 1988-89 School Year.)

Alberta Dept. of Education, Edmonton.

PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Course Selection (Students); Foreign Countries; *Grade 10; High Schools; *High School Students; Student Educational Objectives; Student Interests
IDENTIFIERS- Canada

This booklet is a self-help guide for students to help them think about some of the questions they need to ask themselves before they enter senior high school; consider what courses they will take to earn a high school diploma; and identify the wide range of opportunities that are available to them in senior high school. The first section, "Before You Start," presents questions which help the students to assess their goals, consider their strengths and difficulties, and explore their interests in activities. The second section, "Earning a Diploma," describes the types of diplomas offered, credit accumulation, and choosing courses. The third section, "Frequently Asked Questions," presents particular questions about spares, prerequisites, and courses in French. The fourth section, "Courses You May Be Taking," describes the core courses and some of the complementary courses which may be offered in the high schools. The final section, "Getting Your Program Together," presents diploma requirements and a chart to serve as a record of the courses students successfully complete. (ABL)

ED 306 517 CG 021 650

Burns, Margaret A.
The Use of Self-Care Agency To Meet the Need for Solitude and Social Interaction by Chronically Ill Individuals.
PUB DATE- Sep 87
NOTE- 10p.; Paper presented at the Annual Meeting of the National Research Forum on Aging (4th, Lincoln, NE, September 23-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chronic Illness; Comparative Analysis; Hospitals; *Individual Needs; *Interpersonal Relationship; *Loneliness; Nursing Homes; Older Adults; Place of Residence; *Quality of Life; *Social Isolation

This study examined the effect of chronic illness on the individual's ability to meet his or her need for solitude and for social interaction by exploring how chronically ill individuals used their own ability (self-care agency) to meet these needs. Subjects were 90 chronically ill older persons, 30 of whom were living at home, 30 who lived in a nursing home, and 30 who were hospitalized. Subjects had a primary medical diagnosis of either congestive heart failure, diabetes, hypertension, or chronic obstructive pulmonary disease. All subjects completed the Perception of Solitude and Social Interaction instrument, the Perception of Self-Care Agency, and a demographic data sheet. Although several authors have suggested that self-care agency declines with age, the responses of these three groups did not support this postulate in relation to meeting the need for solitude and social interaction. None of the subjects indicated that they were unable to meet this need. It had been hypothesized that there would be differences in the ways self-care agency was used to meet this need among the three groups. Data analysis, however, did not support this hypothesis. Responses did not identify individuals who were isolated or lonely. Subjects did not feel that their chronic illness interfered with their ability to meet the need for solitude and social interaction. (NB)

ED 306 532 CG 021 666

Jaeger, Richard M.; Tesh, Anita S.

Professional Satisfaction and Dissatisfaction among Practicing Counselors: Implications for Counselor Education.

PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Attitudes; *Counselors; *Counselor Training; Elementary Secondary Education; *Job Satisfaction; School Counselors

This study examined the degree and dimensions of professional satisfaction among a large, nationally-representative sample of practicing counselors. The objectives of the study included estimating the distribution of global professional satisfaction among practicing counselors; examining the relationships between counselors' global professional satisfaction and demographics and experiential/situational factors; and examining the validity and applicability of Herzberg's Motivator-Hygiene Theory of job satisfaction to the role of professional counselor. Data were collected in a nationwide sample survey of 742 practicing counselors. Findings revealed that: (1) global professional satisfaction among counselors was substantially higher than among employed persons generally; (2) far more school counselors prepared in counseling graduate programs or psychology graduate programs were highly satisfied with their profession than were school counselors prepared in other graduate programs (such as social work or education); (3) far more male counselors who worked in specialties other than school counseling were highly satisfied with their profession than were male school counselors or female counselors, regardless of work setting; and (4) Herzberg's Motivator-Hygiene Theory did not explain the dimensions of professional satisfaction and dissatisfaction of practicing counselors. Results imply that effective preparation of professional counselors requires that they be realistically informed about the contexts and major tasks their jobs are likely to impose. Twenty-two references and four figures are included. (Author/ABL)

ED 306 649   EA 020 830

Walberg, Herbert J., Ed.; Lane, John J., Ed.
Organizing for Learning: Toward the 21st Century.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-223-0
PUB DATE- 89
NOTE- 112p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 2108901; $7.00 prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Improvement; *Educational Quality; *Educational Trends; *Excellence in Education; *Futures (of Society); School Effectiveness; School Organization; Secondary Education; Values

In this monograph, 13 authors offer their perspectives on the essential components of good schools. One interesting commonality is the tension expressed between institutional structure and personal values. Another issue that surfaces centers on the rising expectations of society for school achievement and the need for making learning more student specific. Titles and authors of the articles are as follows: (1) "Diverse Practice, Shared Ideas: The Essential School" (Theodore R. Sizer); (2) "James Madison High School" (William J. Bennett); (3) "Site-Managed Schools" (John J. Lane and Herbert J. Walberg); (4) "One Model for Effective Educational Reform" (Arthur Steller); (5) "Value-Driven Schools: The Amoeba Theory" (Thomas J. Sergiovanni); (6) "Organizational Arrangements at Effective Secondary Schools" (Daniel U. Levine and Eugene E. Eubanks); (7) "Paradigm High School" (Mary Anne Raywid); (8) "A Restructured School" (Joe Nathan); (9) "An Information Age School" (Robert St. Clair); (10) "Personalized Education" (James W. Keefe); (11) "The Computerization of Schools" (Dustin H. Heuston); (12) "A School for 2088" (Fenwick W. English); and (13) "Multiple Perspectives on Organizing for Learning" (John J. Lane and Herbert J. Walberg). (SI)

ED 306 695 EA 020 993

Kealey, Robert J., Ed.

Reflections on the Role of the Catholic School Principal.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 89
NOTE- 77p.
AVAILABLE FROM- Publications, National Catholic Educational Association, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($7.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Catholic Educators; *Catholic Schools; Elementary Education; Ethical Instruction; *Excellence in Education; Faculty Development; *Principals

The seven articles contained in this book examine the role of the Catholic school principal. These articles address four topics: the call of the educational leader to excellence; the call of the principal to be a spiritual person; the call of the educational minister to be part of the team directing the total parish's educational ministry; and the call of the head teacher to be a promoter of faculty development. The following articles are included: (1) "The Excellence Ethos and the Leadership Role" (Roselmina Indrisano); (2) "A Reflection on the Spirituality of the Principal" (Caroline Cappel); (3) "The Spirituality of the Catholic School Principal" (Margaret Gorman); (4) "The Catholic School Principal: Spiritual Leader and Creator" (Theodore Drahmann); (5) "The Principal as Part of the Pastoral Team" (John A. Thomas and Barbara Davis); (6) "The Role of the Principal in the Ongoing Education of Teachers" (Karen Ristau); and (7) "The Principal as Teacher of Teachers" (Susanne Perri). (Author/SI)

ED 306 417 CE 052 383

Integrated Occupational Program. Information Manual for Administrators, Counsellors, and Teachers. Interim--1989.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

REPORT NO.- ISBN-0-7732-0106-8
PUB DATE- 89
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Career Exploration; *Career Planning; Cooperative Programs; *Education Work Relationship; Foreign Countries; *Integrated Curriculum; Occupational Clusters; Prevocational Education; *School Business Relationship; School Community Relationship; Secondary Education; Secondary School Curriculum; Vocational Education
IDENTIFIERS- *Alberta

This manual is designed to help school staff implement the Integrated Occupational Program (IOP) in grades 8-12 in Alberta, Canada. The IOP serves students who have experienced prolonged difficulty with regular elementary and secondary programs. It is intended to help them become responsible members of society, develop entry-level vocational abilities, and recognize the need for lifelong learning. The program involves curriculum integration, with concepts presented in core subjects being reinforced through concrete applications in other subject areas. Social skills are integrated into every IOP course. The manual contains these five sections: Overview; Junior High Integrated Occupational Program; Senior High Integrated Occupational Program; Suggestions for Successful Implementation; and Community Partnerships. Concrete advice is given on what kinds of teachers are likely to be successful IOP teachers; the coordinator's role; how to use the curriculum guide; using a problem-solving model; understanding the cognitive development of the IOP student; setting expectations; evaluating students' work; the oral demands of the classroom; techniques for maximizing classroom effectiveness; and student behavior indicators. Job aids for the teacher are included for assessing students' notebooks; interviewing students about an essay/project/report-writing assignment; assessing examinations; and assessing how much information students have gained from texts. (CML)

ED 306 473 CG 021 606

Samuda, Ronald J., Ed.; Wolfgang, Aaron, Ed.
Intercultural Counselling and Assessment: Global Perspectives.
REPORT NO.- ISBN-0-88937-009-5
PUB DATE- 85
NOTE- 405p.
AVAILABLE FROM- C.J. Hogrefe Publishers/Hogrefe International, Inc., P.O. Box 51, Lewiston, NY 14092 ($34.00; 30% discount on quantity purchases).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- *Client Characteristics (Human Services); *Counseling Techniques; *Counseling Theories; *Cross Cultural Training; Evaluation Methods; Foreign Countries; Global Approach; *Immigrants; *Minority Groups; Models
IDENTIFIERS- Canada

This book concerning the need for more appropriate approaches to intercultural counseling in counselor training includes these articles: (1) "Comparative Immigration Patterns in the U.S., Australia and Canada: Social and Educational Implications" (R. J. Samuda); (2) "Theories of Counselling: A Comparative Analysis" (C. E. Vontress); (3) "Intercultural Counselling and Nonverbal Behavior: An Overview" (A. Wolfgang); (4) "Nonverbal Aspects of Intercultural Counselling: Interpersonal Issues" (P. H. Waxer); (5) "Intercultural Counselling: U.S. Perspectives" (P. B. Pedersen); (6) "Intercultural Counselling: British Perspectives" (G. K. Verma); (7) "Intercultural Counselling: West German Perspectives" (W. R. Minsel and W. Herff); (8) "Attitudes Towards Immigrants: Australian Perspectives" (R. Taft); (9) "Current Methods in the Assessment of Minorities: A Critique" (R. J. Samuda); (10) "Cognitive Strategies in Cognitive Assessments: An Intercultural Perspective" (P. J. Gamlin); (11) "Techniques for Identifying Learning-Impaired Minority Students" (R. B. MacIntyre); (12) "What Does Research Have to Say about the Testing of Minorities" (S. H. Irvine); (13) "Counselling Chinese Immigrants: Issues and Answers" (S. L. Kong); (14) "Counselling South Asian Immigrants: Issues and Answers" (J. Bhatnagar); (15) "Counselling West Indian Immigrants: Issues and Answers" (I. Elliston); (16) "Counselling Native Canadians: Issues and Answers" (A. W. Blue and R. C. Annis); (17) "Counselling European Immigrants: Issues and Answers" (J. O. Wyspianski and L. A. Fournier-Ruggles); (18) "Psychological Adaptation of Foreign Students" (J. W. Berry); (19) "Counselling Minority Immigrants for Employment" (W. H. Tinglin); (20) "Counseling Immigrants for Employment" (W. A. Borgen and N. E. Amundson); (21) "Counselling Minorities Within the Correctional Service" (J. Lewis); (22) "Counselling Minorities with Learning or Cognitive Deficits" (A. E. Brown); (23) "Counselling Double-Minority Status Clients" (M. J. Westwood and J. W. Vargo); (24) "Counselling Minorities in Higher Education" (B. W. Dick); (25) "Training Counsellors to Enhance Their Sensitivity to Nonverbal Behavior" (A. Wolfgang and P. H. Waxer); (26) "A Training Model for Implementing Non-Biased Assessment Procedures" (R. T. Chodzinski and R. J. Samuda); (27) "Increasing the Effectiveness of School Counselling: A Multicultural Perspective" (R. T. Chodzinski); (28) "Counselling in Multicultural Schools: Implications for Teachers and Students" (R. P. Perry and R. A. Clifton); and (29) "A Model for Using Intercultural Counselling Insights and Skills to Enhance Teachers' Intercultural Competence" (J. Torney-Purta). (NB)

ED 306 562 CS 211 413

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Readings Booklet. June 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 88

NOTE- 27p.; For the accompanying questions booklet, see CS 211 414; for part A, see CS 211 412. For the January 1988 edition, see ED 293 125.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the English 30 Grade 12 Diploma Examinations in Alberta, Canada, this test (to be administered along with a questions booklet) contains the reading selections portion of Part B, the reading component of the June 1988 tests. Representing the genres of fiction, nonfiction, poetry, and drama, the 10 selections consist of: "Untying the Knot" (Annie Dillard); "Water" (Robert Lowell); "A Field of Wheat" (Sinclair Ross); "A Knife to Thy Throat" (Edwin Procunier); "The Two Gentlemen of Verona" (William Shakespeare); "Portrait of a Machine" (Louis Untermeyer); "The Democracy of Angling" (George F. Will); "Mother and Daughter" (Hannah Main); "Reunion" (Guy Vanderhaeghe); and an excerpt from William Faulkner's Nobel Prize Acceptance Speech. Duration of the examination is 2 hours. (MM)

ED 306 607 CS 506 580

Bullis, Connie; Bach, Betsy Wackernagel
Socialization Turning Points: An Examination of Change in Organizational Identification.
SPONS. AGENCY- Utah Univ., Salt Lake City.
PUB DATE- Feb 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989). Portions of this paper were presented at the Annual Meeting of the Speech Communication Association (72nd, Chicago, IL, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Communication Research; Graduate Students; Higher Education; *Identification (Psychology); Interviews; Organizational Communication; *Socialization; *Student College Relationship
IDENTIFIERS- Organizational Culture; Organizational Research;

*Turning Point Analysis

To examine perspectives of change in individual-organizational socialization, a study used the retrospective interview technique (RIT) to reconstruct the history and process of individuals' socialization experiences over an 8-month period. Using the RIT, researchers asked subjects, 28 entering graduate students enrolled in three communication departments, to identify and plot all turning points in their departmental relationships since first meeting their relational partners. Two interviews were conducted with each participant, the first approximately 4 months after the beginning of the academic year, and the second approximately 4 months after the first interview. Both interviews were identical and focused on turning points which occurred during the 4 months preceding the interview. Participants plotted and explained their identification levels at the time of the interviews and at the beginning of the 4-month period, then plotted points in between, when identification increased or decreased. As each point was identified and plotted, interviewers probed for details regarding the change in identification. Level of identification with the academic department was assessed with a shortened version of the Organizational Identification Questionnaire (OIQ). Results revealed 15 turning point types including: moving in; settling in; socializing; sense of community; receiving informal recognition; gaining formal recognition; jumping informal hurdles; representing the organization; and alienation. Results indicated that several turning point types were associated with immediate change in organizational identification while others were associated with levels of identification at the end of the 8-month period. (MM)

ED 306 622 CS 506 642

Robinson, Donna L.; And Others
The Effect of Physical Attractiveness and Spokesperson Sex on Perceived Source and Organization Credibility.
PUB DATE- 28 May 89
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Credibility; Higher Education; Interpersonal Communication; Organizational Communication; Organizational Effectiveness; Persuasive Discourse; *Physical Attractiveness; *Public Relations; *Sex Differences
IDENTIFIERS- Computer Analysis

To explore the dimensions of credibility and physical attractiveness in a public relations setting, the impact of public relations (PR) spokesperson physical attractiveness--as operationalized as photographs of the spokesperson attached to a press release--on perceptions of both the writer's and the organization's credibility was examined. Subjects, 140 students enrolled in communication courses at a large southeastern university, randomly placed in one of six experimental groups or in the control group, were asked to evaluate the public relations release reportedly written by either a male or female "J. Smith" exhibiting one of three predetermined levels of attractiveness. The experimental groups read the press release and saw a photograph of "J. Smith"; the control group read the same release but did not see a photo. Subjects then rated the spokesperson, "J. Smith," on scales measuring source attraction, credibility, and distraction. Additionally, they responded to a 10-item questionnaire concerning perceptions of the organization sponsoring the press release. Results indicated that (1) the PR spokesperson's level of attraction did make differences in readers' perceptions of source credibility, but that such effects were a product of the interaction of spokesperson sex and the sex of the reader; and (2) where sex of reader and sex of spokesperson were concerned, cross-sex pairings yielded more positive reactions than did same-sex pairing. (Four tables of data are included, and 22 references are appended.) (MS)

ED 306 711 EC 212 773

Lincoln, Yvonna S.

Naturalistic Inquiry: Politics and Implications for Special Education.

PUB DATE- Jul 88
NOTE- 43p.; In: Research in Education of the Handicapped. Project Directors' Meeting (3rd, Washington, DC, July 10-12, 1988). Proceedings; see EC 212 771.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Research; Elementary Secondary Education; *Inquiry; *Models; Naturalistic Observation; Politics of Education; Preschool Education; Qualitative Research; *Research Design; Research Methodology; Research Problems; Scientific Attitudes; *Special Education
IDENTIFIERS- *Naturalistic Research

The revolution in hard sciences is explored, from the Cartesian-Newtonian worldview to the Heisenbergian universe, and consideration is given to whether the conventional, Cartesian model is a serviceable one for research in the social/applied sciences. Five axioms comprising the existing paradigm of logical positivism are outlined (reality, subject-object dualism, generalization, causality, and values), and these axioms are contrasted with a naturalist view. The set of trustworthiness techniques developed to handle questions of rigor are then compared, with credibility, plausibility, dependability, and confirmability taking the place of the conventional paradigm's terminology of internal validity, external validity, reliability, and objectivity. The naturalistic model emphasizes qualitative research methods in an open system of inquiry. Implications of naturalistic inquiry for special education researchers include the need to look for counter-evidence as well as evidence, determine formally what comprises the field of special education, and treat respondents as persons with rights and decision-making power. Political implications include the extraordinary justification that researchers must make for such work, the difficulty in finding outlets to publish research, and the disadvantage in competing for research funding. The transcript of a question-and-answer session follows the speech. (JDD)

ED 306 725 EC 212 789

Evaluating Students with Hearing Impairment. Technical Assistance Document.

New Jersey State Dept. of Education, Trenton. Div. of Special Education.

REPORT NO.- PTM-700.22
PUB DATE- Sep 87
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Auditory Tests; Cognitive Style; Cognitive Tests; *Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; *Handicap Identification; *Hearing Impairments; Language Tests; Learning Modalities; Legal Responsibility; Preschool Education; Psychological Evaluation; Social Development; Speech Tests; State Programs; *State Standards; Student Evaluation
IDENTIFIERS- *New Jersey

This guide, written to assist child study teams in New Jersey, reviews legal and other requirements in evaluating students with hearing impairments. Implications of hearing impairment for the evaluation process include its impact on syntactic, semantic, and pragmatic aspects of language; environmental interaction; and social interaction. Development of an evaluation plan involves information gathering, selecting evaluation procedures, considering communication method, selecting a case manager, and selecting tests. The audiological evaluation uses such measurement techniques as pure tone audiometry, tympanometry/reflex testing, speech audiometry, hearing aid evaluation, and measures of central auditory processing. The speech-language assessment determines the child's native language and primary mode of communication, and subsequently examines the oral mechanism, articulation, voice and fluency, and receptive and expressive language. Social evaluation considers family history, developmental history, medical information, communication, educational history, community/social experiences, and adaptive behavior. The psychological evaluation measures visual-motor integration, cognition and intelligence, adaptive behavior, and socio-emotional development. A learning evaluation evaluates learning style, current levels of functioning, and appropriate instructional strategies and learning environments. Final chapters address evaluation of students with additional handicapping conditions and offer general programming considerations. For each type of assessment, important factors in determining the expertise of the examiner are noted. (JDD)

ED 306 388 CE 052 327

Martino, Susan; Watson, Jennifer
Educational Equity Options. A Resource Bibliography.
Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY- Levi Strauss Foundation, Inc., San Francisco, Calif.
PUB DATE- 88
NOTE- 23p.
AVAILABLE FROM- Wider Opportunities for Women, Inc., 1325 G Street, NW, Lower Level, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Books; *Career Choice; *Career Education; Educational Resources; *Equal Education; *Equal Opportunities (Jobs); Learning Resources Centers; *Nontraditional Occupations; One Parent Family; Postsecondary Education; Resource Materials; Secondary Education; Sex Discrimination; *Sex Fairness; Sex Stereotypes

This selected list of educational resources includes 44 video items, 23 books, 9 posters, and 24 educational equity organizations and resource centers. Video materials and books are classified according to appropriate age groups and student abilities. All items are annotated. Topics of the videos and books include career choices, special needs students in careers, sex stereotypes, women in management, parent roles, finding a job, women's history, single mothers, and sex equity in education. (RC)

ED 306 548 CS 009 646

Moxley, Roy A.; Warash, Bobbie
Some Spelling Strategies of Young Children on the Microcomputer.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Software; *Computer Uses in Education; Language Experience Approach; Microcomputers; Preschool Education; *Spelling; *Spelling Instruction
IDENTIFIERS- Apple IIe; Visual Cues

Working with three preschool children for nine weeks, a study examined effects on children's spelling when certain ways of employing various computer features are used within the context of a language experience approach. Each Monday and Friday the children were pretested and posttested on four spelling words dictated by the researcher. After Monday's pretest, the children worked with an adult for about five minutes on one of the computer programs for presenting the words. They continued working on the same words in the same programs from Monday through Thursday and were given printouts of the pictures and words they produced. Spelling strategies included preliterate "random" sequences, immediate responses in direct copying, delayed responses in studying a word before it vanished, oral and manual rehearsal, and visual and phonological spelling strategies. These three case studies showed several examples of stronger visual influences on spellings at an earlier stage of spelling development than has been reported with paper and pencil spellings. Overall, results suggested that serious consideration should be given to having children do their spelling on the computer. (One table of data and two figures are included.) (MM)

ED 306 636 EA 020 791

Crowell, Barbara D.
Development of a Policy on HIV Infection.
PUB DATE- 3 Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Disease Control; Elementary Secondary Education; *Health Education; *Health Programs; *Physical Health; *Recordkeeping; School Health Services; *School Policy

This sample policy, proposed by the Brandywine School District (Delaware), addresses the issue of HIV Infection of employees and/or students. The policy was developed by an AIDS Committee appointed by the superintendent in January 1988, and comprised of members from every area in the school district community. This policy acts as district policy in addressing problems posed by the disease. The AIDS Committee based its policy recommendations on six underlying principles: (1) exclusion by medical decision; (2) development of new practices on handling body fluids; (3) confidentiality of medical records; (4) involvement of school personnel; (5) development of school district trust; and (6) development of an education program on HIV Infection. Policy recommendations include details on the media relationship, the education plan, and district policy on students and employees with HIV Infection. (SI)

ED 306 663 EA 020 906

Anderson, Gary L.
The Management of Meaning and the Achievement of Organizational Legitimacy: A Critical Ethnography of the Principalship.
PUB DATE- Mar 89
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Ethnography; *Organizational Communication; *Organizational Effectiveness; *Organizational Theories; *Principals

Using ethnographic research tools, this study explored the role that the symbolic action of administrators played in the the social construction of reality. Case study data were provided to illustrate meaning management at the school district level. Framing this analysis is the application of the categories of critical theory to the study of educational organizations. Critical theory of organizations involves the three tasks of understanding, critique, and praxis. For the purpose of discussing how meaning was managed, data were gathered from 66 interviews; 28 school board, principal, and central office meeting observations; and the analyses of 30 documents. The goal of the study was to obtain perceptions of selected critical events in order to define the elementary reading program in Fairlawn, an affluent suburban school district. What emerged from the study is that program legitimacy is a scarce resource. It must constantly be won and defined by administrators who are aware of the school's sociocultural constructions, which include its language, rituals, and myths. (JAM)

ED 306 679 EA 020 939

Barnsley, Roger H.
Birthdate and Performance: The Relative Age Effect.

PUB DATE- Jun 88
NOTE- 15p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Windsor, Ontario, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Age; *Age Differences; *Athletics; Educational Research; Elementary Secondary Education; Foreign Countries; *School Entrance Age
IDENTIFIERS- *Relative Age Concept

The purpose of this paper is to consider the concept of "relative age" and to review recent research findings that have demonstrated that relative age is related to a variety of academic and athletic performance measures. The paper is divided into six parts: (1) the relative age concept; (2) relative age and achievement in sports; (3) relative age and achievement in school; (4) relative age or readiness; (5) relative age, hockey, and education; and (6) "neutralizing" the relative age effect in schools. Appended are 14 references. (SI)

ED 306 738 EC 212 802

Thorin Suzanne E., Comp.; Emanuel, Shirley Piper
International Directory of Braille Music Collections. Revised and Updated 1987.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
REPORT NO.- ISBN-0-8444-0557-4
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Blindness; *Braille; *Information Centers; *Information Services; Library Materials; Library Services; Music; *Musical Composition; Tactile Adaptation; *Visual Impairments
IDENTIFIERS- *Music Braille; Music Libraries; Music Scores

This directory, in its revised and updated form, documents the existence of 46 braille music collections in 27 countries. The purpose of the directory is not to list specific braille music editions but to establish preliminary data that will facilitate the future compilation of an international catalog. Entries in the directory are arranged alphabetically first by countries, then by cities within countries, and last by organization names within cities. Each entry contains the organization name and address, contact person, description of the size and nature of the braille music collection, services offered such as producing braille materials and lending or selling materials, and notes about the organization's policies. The directory concludes with indexes that list the organization names, the names of organizations producing handcopies and press-braille music, and the names of organizations willing to lend or sell braille music to other organizations. A copy of the survey instrument which was used to gather the directory information is also included. (JDD)

ED 306 374 CE 052 312

Life Management Skills. Vocational Home Economics Education.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jul 88
NOTE- 160p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Education; Classroom Techniques; Competency Based Education; Course Content; *Daily Living Skills; Educational Resources; *Health Education; *Occupational Home Economics; *Parenthood Education; *Problem Solving; Secondary Education; Self Actualization; State Curriculum Guides; Teaching Methods

IDENTIFIERS- Texas

This curriculum guide is one of a number of curriculum guides developed for use in vocational home economics education in Texas. The guide is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in the guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the guide. Key points and critical questions are designated. The six units of this guide cover the following topics: successful living; problem solving and acceptance of responsibility; personal health and appearance; management; parenting; and career options and adjustments. (KC)

Wilson, Sara, Ed.
Speeches by TAFE Directors.
TAFE National Centre for Research and Development, Payneham (Australia).
PUB DATE- 88
NOTE- 129p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne 3001, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Education; *Educational Change; Foreign Countries; Government School Relationship; Postsecondary Education; Printing; School Business Relationship; *Technical Education; *Vocational Directors
IDENTIFIERS- *Australia; *Technical and Further Education

Three directors of TAFE (Technical and Future Education) are represented in this publication. Speeches by Lyall P. Fricker of TAFE, South Australia are: "Innovation in TAFE" and "Tertiary Education for All." Speeches by Allan Pattison of TAFE, New South Wales include "TAFE in New South Wales: Past Achievements and Future Prospects"; "TAFE and Higher Education"; "TAFE and Government Initiatives"; "Change and the TAFE Teacher"; "The Changing Role of TAFE: Access, Accreditation, Awards, and Articulation"; "Youth and Future Printing Trade Technology"; "Industry and TAFE: A New Relationship?"; and "Setting the Scene." The final speech, entitled "Where Next?" was a Sadadeen Secondary College speech night address" delivered by Geoff A. Hodgson of TAFE, Northern Territory Department of Education. (CML)

ED 306 460 CE 052 446

Fish, Calvin
Video Production Curriculum Guide. Trade and Industrial Education.
Manchester Board of Education, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 88
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communication Skills; Learning Activities; Photographic Equipment; *Production Techniques; Secondary Education; State Curriculum Guides; *Television; Television Lighting; *Trade and Industrial Education; Units of Study; *Video Equipment; Videotape Recordings

This curriculum guide is intended to help instructors implement video production as a trade and industrial education course offering with communication skills woven into each unit. The guide is written for a double-period class, meeting 350 hours per year for two years. The first year is based on single camera production; the second year is based on multiple camera and audio sources. For the second year, a studio set-up is suggested, with at least two cameras and a special effects generator with switching, editing equipment, lighting, and a character generator. The guide is divided into units for the first and second years. Each unit consists of a time allotment, overview, unit outline, performance objectives, resources to provide suggested learning activities, vocabulary, and competencies. The first-year units include a survey of American media, introduction to video production, principles of photography, how televisions and videocassette recorders work, basic equipment, camera techniques, audio theory and lab, lighting, graphics, basic script writing, directing/producing the single camera production, basic editing, and student projects. The second-year units include ethical and legal implications of video technology, studio equipment, advanced camera techniques, advanced audio, studio lighting, special effects, on-camera performance, set design and props, directing, the producer, electronic editing, electronic journalism and research, advanced projects, developing employment skills, and new technology. A list of 66 resources concludes the guide. (YLB)

ED 306 503 CG 021 636

Dawson, Deborah A.; And Others
AIDS Knowledge and Attitudes, Provisional Data from the National Health Interview Survey: United States, August 1987. Advance Data from Vital and Health Statistics, No. 146.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-(PHS)-88-1250
PUB DATE- 19 Nov 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; *Attitude Change; Communicable Diseases; *Knowledge Level; National Surveys; Prevention; *Public Opinion

This document presents provisional data for all Acquired Immune Deficiency Syndrome (AIDS) questionnaire items from the National Health Interview Survey (NHIS) for August 1987. It notes that the AIDS questionnaire was designed to provide baseline estimates of public knowledge and attitudes about AIDS transmission, the prevention of AIDS virus infection, and changes in knowledge and attitudes over time. A section on selected findings reports that over 99% of respondents had heard of AIDS; 89% were certain that AIDS leads to death; 83% were certain there is no cure for AIDS; over 90% were aware of AIDS transmission through sexual contact with a person with AIDS or through sharing a needle for drug use with someone having AIDS; over 70% had heard about blood tests for AIDS; 90% felt they personally had no chance or a low chance of getting AIDS; and almost 90% realized that both celibacy and restricting sexual activity to a monogamous relationship with a person who did not have AIDS were effective ways to avoid the virus. Table 1 displays provisional estimates of the percentage distributions of persons 18 years of age and over by response categories according to age, gender, race, and marital status. In most cases, the actual question asked of the respondent is reproduced verbatim in table 1, along with the response categories. In a few cases, questions or response categories have been rephrased or combined. Results are discussed concerning respondents' awareness of AIDS, self-perceived knowledge about AIDS, general knowledge about AIDS, transmission of AIDS, blood tests for AIDS, risk of getting AIDS, AIDS prevention, and AIDS discussion and education. (NB)

ED 306 579 CS 211 810

Enos, Theresa, Ed.
A Sourcebook for Basic Writing Teachers.
REPORT NO.- ISBN-0-07-554-935-2
PUB DATE- 87
NOTE- 691p.
AVAILABLE FROM- McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($26.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Grammar; Higher Education; Language; *Literacy; *Peer Teaching; Reading Writing Relationship; Rhetoric; Secondary Education; Teaching Methods; *Writing Instruction; Writing Research
IDENTIFIERS- *Basic Writers; *Basic Writing; Composition Theory; Writing Conferences; Writing Strategies

Focusing on the sociolinguistic dimensions of literacy, this sourcebook builds upon Mina Shaughnessy's contributions to the study of basic writing by gathering together contemporary research, theory, and practice on the subject. The 39 essays and their authors include: "Defining Basic Writing in Context" and "Perspectives on Legacies and Literacy in the 1980s" (L. Troyka); "Literacy, the Basics, and All That Jazz" (T. Farrell); "Literacy and Orality in Our Times" (W. Ong, S. J.); "The Insiders" (E. Delattre); "Writing on the Margins: The Concept of Literacy in Higher Education" and "Teaching Basic Writing: An Alternative to Basic Skills" (D. Bartholomae); "Remedial Writing Courses: A Critique and a Proposal" (M. Rose); "Literacy in Culture and Cognition" (P. Bizzell); "Cultural Literacy" (E. Hirsch, Jr.); "Language, Ethnicity, and Change" (O. Patterson); "The Adult Literacy Process as Cultural Action for Freedom" (P. Freire); "Reading and Writing a Text: Correlations and between Reading and Writing Patterns" (M. Salvatori); "Research on Basic Writers: Theoretical and Methodological Issues" (K. Greenberg); "Error-Analysis and the Teaching of Composition" (B. Kroll and J. Schafer); "Politics and Practices in Basic Writing" (A. Lunsford); "Basic Writing Textbooks: History and Current Avatars" (R. Connors); "Facts, Artifacts, and Counterfacts: A Basic Reading and Writing Course for the College Curriculum" (D. Bartholomae and A. Petrosky); "The Writer as Conscious Reader" (L. Troyka); "New Perspectives on the Speaking-Writing Relationship: Implications for Teachers of Basic Writing" (L. Ede); "Teaching the Vocabulary of Academic Discourse" (S. Stotsky); "Grammar, Grammars, and the Teaching of Grammar" (P. Hartwell); "The Uses--and Limits--of Grammar" (S. D'Eloia); "The Composing Processes of Unskilled College Writers" (S. Perl); "Classical Rhetoric and the Basic Writer" (L. Troyka); "Cognitive Development and the Basic Writer" (A. Lunsford); "Reinventing Daily Life: Self-Study and the Theme of 'Work'" (I. Shor); "Using the Letters, Diaries, and Oral Testimonies of Ordinary People to Teach Writing" (L. Hoffman); "Teaching Invention to Basic Writers" (S. Wyche-Smith); "The Development of Discursive Maturity in College Writers" (J. Hays); "Experiential vs. Expository: Is Peaceful Coexistence Really Possible?" (J. Nudelman and A. Schlosser); "Vocabulary" and "Beyond the Sentence" (M. Shaughnessy); "Revision Strategies of Student Writers and Experienced Adult Writers" (N. Sommers); "Recognition, Representation, and Revision" (A. Berthoff); "Remedial Writers: The Teacher's Job as Corrector of Papers" (J. Butler); "Writing and Reading as Collaborative or Social Acts: (K. Bruffee); "A Variation on Peer Critiquing: Peer Editing as the Integration of Language Skills" (S. Hanson and L. Vogt); "Thinking about Thinking: Pedagogy and Basic Writers" (L. Mapp); and "Microcomputers and Writing Instruction" (M. Southwell). Three bibliographies consisting respectively of books and monographs; dissertations; and articles conclude the book. (MS)

ED 306 593 CS 211 845

Flower, Linda
Studying Cognition in Context: Introduction to the Study (Reading-to-Write Report No. 1). Technical Report No. 21.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 49p.; For the other reports in this series, see ED 285 206, CS 211 846-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)

DESCRIPTORS- Cognitive Processes; Critical Reading; Cultural Context; *Freshman Composition; Higher Education; *Reading Processes; *Reading Writing Relationship; Student Reaction; *Writing Processes; *Writing Research
IDENTIFIERS- *Academic Discourse; *Reading to Write; Writing Contexts

Examining the cognitive processes of reading-to-write as they are embedded in the social context of a college course, this introduction to and overview of the 11-part Reading-to-Write Project study focuses on the study as a whole by sketching the reading-to-write task as one of practical importance, as a window on how students integrate reading and writing, and as a rhetorical act occurring in the charged context of entering college. Research was organized into two phases, the exploratory study (report 2) and the teaching study (reports 3-10). The teaching study involved four sections of a freshman course called Reading-to-Write, with a total of 72 students. Procedures are described in terms of five questions the research hoped to answer. The introduction also traces the history of the collaborative research project, reflecting on the process of research itself and sharing some of the problems and issues that arise in attempting to study cognition in context. The introduction concludes with a preview of six key observations that emerged from the study. (Two figures are included as well as extensive references, the read-to-write assignment used in the study, and an excerpt from the task representation lecture.) (RS)

ED 306 696 EA 020 995

Public Elementary and Secondary Current Expenditures: 1986-87 to 1992-93. Targeted Forecast.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- CS-89-639
PUB DATE- Mar 89
NOTE- 3p.; Data Series: TF-89-4.3.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Government Publications;

*Prediction; *Public Schools; *School Statistics

The National Center for Education Statistics (NCES) forecasts that current expenditures in public elementary and secondary schools will reach $161.0 billion in school year 1988-89 in constant 1987-88 dollars. In 1987-88, current expenditures were estimated to be $156.5 billion. Current expenditures per pupil in average daily attendance are forecast to be are forecast to be $4,327 in 1988-89, compared with $4,217 in 1987-88. Current expenditures, which increased 23 percent from 1982-83 to 1987-88, after adjustment for inflation, are projected to increase 13 percent from 1987-88 to 1992-93. Current expenditures per pupil in average daily attendance are forecast to rise 9 percent from 1987-88 to 1992-93. This follows a 21 percent increase from 1982-83 to 1987-88. Technical notes discuss the methodology, forecast accuracy, and sources of data for this targeted forecast; an address where further information may be obtained is included. (MLF)

ED 306 753 EC 212 817

Traustadottir, Rannveig

Family Supports in the USA: Current Trends in Policy and Practice.

Syracuse Univ., NY. Center on Human Policy.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 88
NOTE- 32p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-19, 1988).
GRANT- G0085C3503
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Role; *Delivery Systems; *Disabilities; *Family Programs; Family Role; Helping Relationship; Legal Responsibility;

Program Development; *Program Effectiveness; Respite Care; Social Change; Social Services; *Social Support Groups

Family support services are systematic efforts to support natural, adoptive, or foster families who have a family member with a disability. Programs vary in the types of services offered, goals, and number of families served. The most promising approaches to family support provide services that are flexible and individualized, build on informal sources of support and existing social networks, maximize community participation, provide children with permanent homes, and place control in the hands of families themselves. Barriers that hinder the development of family support services include funding mechanisms that favor institutional care, administrative confusion, role of public agencies versus private responsibilities, traditional service models that substitute for rather than support the family, pressure to maintain the status quo, unequal access to services, and lack of federal policy. Family services can be supported on the grounds that they are based on current service ideology and research-based literature, are consistent with existing legislation, save money, and reflect traditional American family values. To fully implement family support services requires adoption of social change in three spheres: the sphere of ideology, the sphere of practice, and the sphere of legal initiative. (JDD)

ED 306 359 CE 051 919

Gartside, Peter; And Others
In at the Deep End? Induction in Colleges of Further Education.
Scottish Council for Research in Education.

SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Oct 88
NOTE- 90p.; Part of the Project Report Series. Based upon "Induction of Teaching Staff into Further Education Colleges" project.
AVAILABLE FROM- Scottish Council for Research in Education, 15 St. John St., Edinburgh, Scotland EH8 8JR.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Beginning Teachers; Case Studies; *Continuing Education; Costs; Educational Research; Foreign Countries; Postsecondary Education; Socialization; Staff Orientation; Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Orientation
IDENTIFIERS- Scotland

This report describes a Scottish Education Department study of induction (new staff orientation) policy and practice provided by colleges and of perceptions about the adequacy of such provision in the opinion of new staff, senior college staff, and regional officials. An introduction discusses the two-stage research design; this consists of case studies of five colleges and a national survey of 32 colleges. Chapter 2 reports on the range of difficulties new lecturers face. Difficulties are categorized under three main headings: getting to know how the college works, adjusting to the Further Education (FE) culture, and teaching. Chapter 3 describes induction arrangements in FE colleges, such as taught courses; planned activities; and informal, ad hoc help. Chapter 4 reports national survey data from new lecturers about the kinds of arrangements they have found helpful. Findings suggest that informal assistance from departmental colleagues is the most helpful kind. Chapter 5 reports findings that indicate that respondents emphasized one or more of three purposes of induction: provision of information, making new lecturers feel secure, and socializing new lecturers into the world of FE. Chapter 6 discusses the question of the use of student feedback in evaluation of lecturer performance. Chapter 7 identifies induction costs as administrative and personal. Chapter 8 discusses implications for college induction practice and recommends systemization of informal induction. The five case studies are appended. (YLB)

ED 306 389   CE 052 330

First Season Catfish Farming. A Workbook for Beginning Pond and Cage Culture of Channel Catfish. Teacher Edition and Student Edition.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 256p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. AD3145/AD1145).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Behavioral Objectives; *Fisheries; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Teaching Guides; Workbooks
IDENTIFIERS- *Catfish Farming; *Oklahoma

This workbook, comprised of both the teacher and student editions, presents guidelines useful for first-year catfish farmers in Oklahoma using pond or cage cultures to raise channel catfish. The teacher edition is a set of unit guidelines only. Contents include a list of suggested readings, important addresses with types of information available from these sources, a listing of unit titles and unit sections in the student edition, a listing of unit worksheets in the student edition, and guidelines for each of the eight units: thinking about catfish culture; marketing; managing water supplies; planning production facilities; growing food fish; controlling catfish diseases and parasites; controlling predators, trash fish, and pests; and harvesting fish. The student edition begins with a list of suggested readings and important addresses, and presents the eight units. Each unit consists of: a list of unit objectives, content outlines, worksheets, and a unit review. (YLB)

ED 306 404 CE 052 367

Partridge, Susan
A Discussion of Computer Use in Adult Literacy Instruction.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Assisted Instruction; *Computer Uses in Education; Courseware; Educational Technology; Illiteracy; *Literacy Education; Teacher Student Relationship

The many advantages claimed for using the computer in adult literacy instruction--privacy, immediate feedback, individualization, control, and flexibility--have also been observed in the practice of dedicated teachers, without the help of computers. Fortunately, many scholars still emphasize the need for teacher sensitivity and teacher-student interaction in computer instruction if such instruction is to be successful. Options to the reactive posture of instructional technology are the proactive approach or the interactive model, which is a combination of the reactive and proactive models. Concerns of educators regarding the use of computers include the shortage of high quality computer software and emotional bonding to the computer. Educators should also take note of research that shows that computer-assisted instruction enhances the achievement of students with learning styles favoring less socialization, whereas students with a people-oriented learning style achieve more in the traditional self-paced instruction group. (YLB)

ED 306 446 CE 052 422

Tracy, Marianne, Ed.; And Others
Strategies for Success: Recruiting and Motivating JTPA Participants.
National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
REPORT NO.- ISBN-0-88713-665-6
PUB DATE- 86
NOTE- 46p.; For related documents, see CE 052 421-423.
AVAILABLE FROM- National Alliance of Business, Inc., 1201 New York Avenue, NW, Washington, DC 20005 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Employment Programs; *Motivation Techniques; Postsecondary Education; Program Descriptions; *Recruitment; Trainees; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This booklet describes four strategies used in successful recruitment and motivational programs for Job Training Partnership Act (JTPA) participants: (1) locate potential participants whose degree of disenfranchisement may be so great that they have given up and dropped out; (2) raise participants' expectations so that they can exercise more control over their lives; (3) build trust among participants so that "the system" can provide a better alternative than their current situation can; and (4) provide the support necessary to maintain participants' motivation. Following the narrative summary, the major portion of this report for job training professionals consists of National Alliance of Business Bulletins that describe model JTPA recruitment and motivational programs in detail. Each bulletin provides the following information: (1) a narrative description; (2) program results in terms of applicants recruited; (3) the name and phone number of a contact person; (4) "hints for success"; (5) products and/or publications related to the program; and (6) names of companies involved in the project. (CML)

ED 306 488 CG 021 621

Lewis, Mark
Consistency of Children's Causal Attributions across Content Domains.
PUB DATE- Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Failure; *Attribution Theory; *Grade 5; *Influences; Intermediate Grades; *Locus of Control; Motivation; Preadolescents; Sex Differences; Student Attitudes; Success

During the last decade, the attributional aproach to achievement motivation has evolved into a powerful theory of motivated classroom behavior. Causal attributions, and their dimensional nature, are seen as influencing achievement behaviors through their effects on the expectations that individuals hold for outcomes in future achievement situations and on the affective reactions that individuals experience as a result of academic successes and failures. This study investigated the cross-content consistency of attributions to an expanded range of school subjects. Content areas included were reading, writing, mathematics, social studies, and science. Consistency of four attributions--ability, effort, task ease/difficulty, and luck--across the different content areas was examined. Subjects were fifth grade students (N=109) from two public elementary schools. Results of the study indicated that attributions to effort and luck were the most consistent, while attributions to ability and task difficulty appeared to be the most content-specific. Gender-related differences in children's attributions were largely absent, with the exception of attributions to luck. Analysis of attributions within content domains indicated that attributions to effort were most prominent, particularly for successful outcomes. (ABL)

ED 306 518 CG 021 651

Medicaid: Recoveries from Nursing Home Residents' Estates Could
Offset Program Costs.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-56
PUB DATE- Mar 89
NOTE- 71p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99, $2.00 each; 25% discount for 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Financial Support; *Health Care Costs; *Homeowners; *Institutionalized Persons; *Long Term Care; *Nursing Homes; Older Adults
IDENTIFIERS- *Medicaid

Through asset recovery programs, states can recover from the estates of nursing home residents or their survivors a portion of the expenses the state incurs in providing nursing home care. Estate recovery programs require Medicaid recipients whose primary assets are their homes to contribute toward the cost of their nursing home care in the same manner required of recipients whose assets are in the form of stocks, bonds, and cash. The General Accounting Office studied Medicaid nursing home programs in eight states, focusing particular attention on the estate recovery program operated by Oregon. The objective was to discover the potential financial impact of such programs on Medicaid and whether they provide a mechanism that is acceptable to the elderly for sharing the costs of nursing home care. Results showed that estate recovery programs provide a cost effective way to offset state and federal costs, while promoting more equitable treatment of Medicaid recipients. Oregon recovers about $10 for every $1 spent administering the program. In the eight states studied, as much as two-thirds of the amount spent for nursing home care for Medicaid recipients who owned a home could be recovered from their estates or the estates of their spouses. If implemented carefully, estate recovery programs can achieve savings, while treating the elderly equitably and humanely. (Charts, graphs, and tables illustrate the document.) (ABL)

ED 306 533 CG 021 667

Wrobel, Thomas A.; Stogner, Brian L.
Beliefs and Religious Behaviors in Fundamentalist Christian and College Students.
PUB DATE- Aug 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior; *Beliefs; *Christianity; *College Students; Comparative Analysis; Higher Education; Religion; Student Attitudes
IDENTIFIERS- *Religious Fundamentalism; Religious Practices

It has been suggested that current measures used in investigating religion are a mixture of questions concerning values, beliefs, and behaviors and are mixed in their factorial purity. Another difficulty is that there is a relative lack of research on different religions and their specific beliefs. The present study utilized a scale of homogeneous focus in order to delineate the beliefs and religious activities of a group of fundamentalistic Christians as compared to a control sample of college students. The subjects included students (N=44) enrolled in a fundamentalistic Christian bible study group and students (N=73) enrolled in undergraduate psychology courses. The two groups were administered the revised, Likert version of the Walker and Wrobel (1987) Scale of Theistic Beliefs, a modified form of the Brown and Lowe (1951) Religious Participation Scale, and a demographic information questionnaire. On the Scale of Theistic Beliefs, the bible study group scored significantly higher than the college sample in the keyed theisitic direction, and on the total scale score. On the Religious Participation Scale, the bible study group scored significantly higher on all seven dimensions assessed in the direction of more frequent participation, placing greater importance on their church, and reporting a stronger faith. Results may reflect the greater homogeneity of the bible study group with less emphasis on individual interpretation of the college group. This points to a most interesting difference between the nature of the religious experience of the two samples. References and four tables are included. (ABL)

ED 306 563 CS 211 414

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Questions Booklet. June 1988 Edition.

Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 25p.; For the accompanying readings booklet, see CS 211 413. For the January 1988 edition, see ED 293 126.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the English 30 Grade 12 Diploma Examinations in Alberta, Canada, this booklet contains 80 multiple choice test items related to the 10 selections in the reading booklet of Part B, the reading component of the June 1988 tests. The questions examine students' skills in: (1) understanding meanings; (2) recalling materials read; (3) understanding and interpreting the relationships between form and content; and (4) understanding and interpreting human experience and values as expressed through literature. Duration of the examination is 2 hours. (MM)

ED 306 650 EA 020 831

Bruckerhoff, Charles E.
Defense of Territory: A Report of High School Teachers at Work.
PUB DATE- Apr 88
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alienation; Collegiality; *Departments; High Schools; *Informal Organization; *Job Performance; *Quality of Working Life; Secondary School Teachers; Social Studies; *Teacher Behavior
IDENTIFIERS- *Territoriality

Although many teachers have had an enduring and positive influence on their students, some teachers' behavior is unprofessional, contributing to youngsters' alienation and reinforcing negative public opinion about the teaching profession. This field study describes various defensive maneuvers, strategies, and pranks that teachers devised and relied on to get through the school year at a midwestern high school. Using a natural history/direct observation approach, a 7-month field study targeting the social studies department of "Roosevelt High School" (a fictitious name for a real school in the midwest) was conducted during 1980-81. This report summarizes study results and focuses on two primary informants representative of the 14 real teachers whose teaching concepts, jokes, likes, and dislikes were sought out continuously. Field workers participated in many out-of-class activities with these teachers and made notes when appropriate. The study disclosed two rival cliques of teachers who treated subject matter, classrooms, the gym, and the professional library as territories to be defended. Each informal group developed strategies for protecting whatever subject matter territory they possessed and laid plans for looting this territory from the other clique. Teachers also devised bulwarks against looting, "raping," and raising general havoc by others within and outside the department. Results are inconsistent with other research findings about teacher collegiality. The informal groups were teachers' response to fatigue, frustration, and distrust resulting from their lowly position in the school hierarchy. Unfortunately, this conduct is unbefitting a professional. Included are 14 references. (MLH)

ED 306 680 EA 020 942

Center for the Study of the Teaching Profession: Annual Report, October 1987 to September 1988.

Rand Corp., Washington, D.C.

REPORT NO.- AR-3919-CSTP
PUB DATE- Oct 88
NOTE- 35p.
AVAILABLE FROM- Publications Department, The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Educational Change; Elementary Secondary Education; Excellence in Education; *Teacher Certification; *Teacher Education; *Teacher Effectiveness; *Teacher Selection; *Teacher Supply and Demand
IDENTIFIERS- *Rand Corporation

In 1985, the Rand Corporation launched the Center for the Study of the Teaching Profession (CSTP) to study and facilitate the emergence of a new model of accountability in education. The mission of the CSTP is briefly described. Areas in which research has been completed over the past 3 years are presented: teacher education and licensing; teacher selection and evaluation; teacher supply and demand; and educational reform. In addition to Rand's own publications, CSTP research is also disseminated through journal articles and book chapters, RAND notes, commission reports, and newspaper "op-ed" pieces. A list of these sources is provided. Work currently under way in the four areas related to teacher quality and supply is listed. A partial list of the agencies and associations directly addressed through presentations by CSTP staff members is provided as well as a list of the organization's management and staff. (SI)

ED 306 418 CE 052 384

White, Martha C.
The 1988-89 Job Outlook in Brief.
Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- 88
NOTE- 37p.; Document contains colored print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Demand Occupations; *Employment Patterns; *Employment Projections; *Labor Demands; *Labor Supply; Occupational Clusters; *Occupational Information

This article summarizes the employment outlook in 225 occupations as projected by the Bureau of Labor Statistics. It provides thumbnail sketches of employment data for each of the occupations in the 1988-89 "Occupational Outlook Handbook," on which it is based. Each entry presents the occupation's title, 1986 employment numbers, the percent change projected in employment between 1986 and 2000, the numerical change projected in employment between 1986 and 2000, and a summary of the job prospects for the occupation. The occupations are grouped in the following 18 clusters: managerial and management-related occupations; engineers, surveyors, and architects; natural, computer, and mathematics scientists; lawyers, social scientists, social workers, and religious workers; teachers, librarians, and counselors; health diagnosing practitioners; health assessing and treating occupations; writers, artists, and entertainers; technician occupations; marketing and sales occupations; administrative support occupations, including clerical; service occupations; agriculture, forestry, fishing, and related occupations; mechanics, installers, and repairers; construction trades and extractive occupations; production occupations; transportation and materials-moving occupations; and handlers, equipment cleaners, helpers, and laborers. Some overall trends are also profiled in the article. (KC)

ED 306 549 CS 009 647

Oxendine, Linda
Dick and Jane Are Dead: Basal Reader Takes a Back Seat to Student Writings.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 22p.; Revised version of a paper presented at an Appalachian Educational Laboratory Symposium (Louisville, KY, December 4-5, 1988).
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($3.50, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basal Reading; *Beginning Reading; Class Activities; Grade 2; *Language Experience Approach; Primary Education; Reading Attitudes; *Reading Instruction; Reading Writing Relationship; Regional Characteristics; Rural Environment; *Rural Schools; *Student Developed Materials
IDENTIFIERS- Appalachia; *Beginning Writing; Reading Motivation

A second grade teacher in a rural Appalachian school draws heavily on familiar regional literature and the children's own rich mountain heritage and culture to teach reading to her students, covering the required basal readings in only one day per week. Students use the basals on Mondays and retell the texts on paper. They spend the rest of the week writing stories, reading them, and sharing them with other students. Every week they have a real radio show where they read and tell their own stories, sing songs, and ask their listeners to write them letters. By the end of the year they have written 11 different kinds of stories, as well as articles, letters, plays, books, and puppet shows. All the stories are collected in a storybook which is retained as an example for next year's students. Students keep track of their own progress by referring to a list of essential reading skills inside their individual reading folders. The most important benefit of this approach is that student motivation to read is high, unlike the low motivation which accompanied the purely basal reader approach. Every student in the teacher's class is reading avidly, none is failing, and absenteeism is down. (RS)

ED 306 637   EA 020 795

Ladd, Helen F.; Wilson, Julie Boatright
Proposition 2 1/2: Variations in Individual Preferences and Expectations across Communities.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
NOTE- 55p.; Part of a larger study receiving supplemental funds from the Lincoln Institute of Land Policy, Cambridge, MA. For related documents, see EA 020 796-798.
GRANT- NIE-G-81-0006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Attitudes; Community Support; *Community Surveys; *Educational Finance; Elementary Secondary Education; Finance Reform; *Property Taxes; Public Policy; School Support; Surveys; Tables (Data); Tax Allocation; *Tax Effort; Tax Rates
IDENTIFIERS- *Massachusetts; Proposition Two and One Half (Massachusetts)

This paper uses data from a large statewide survey of Massachusetts residents to measure support for Proposition 2 1/2. Proposition 2 1/2 required high tax rate communities to reduce property tax levies 15 percent per year until the tax rate is reduced to the maximum allowable rate of 2 1/2 percent of full and fair market value. Specifically, this paper addresses the question of whether individuals' expectations and preferences vary in a systematic way across communities grouped by 1981 effective tax rates. Section I describes and justifies the community groupings. Sections II and III examine how expectations of the effects of Proposition 2 1/2 and preferences for fiscal change vary across community groups. Appended are six references and a table that serves as a means for determining the significance of differences in percentages between any two subgroups in the overall sample. (SI)

ED 306 664 EA 020 907

Owens, Robert G.; And Others

A Triangulation Methodology in Research on Social Cultures.

PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; *Data Interpretation; Elementary Secondary Education; *Ethnography; *Evaluation Methods; *Methods Research; Qualitative Research; *Research Methodology
IDENTIFIERS- *Triangulation

The purpose of this research was to develop, test, and demonstrate a systematic methodology of triangulation. Triangulation is a technique used to establish credibility of data gathered in qualitative ways. Triangulated conclusions are more stable than any of the individual vantage points from which they were triangulated. Using a previous study as an example--an ethnographic study of two elementary schools in Suffolk County, Long Island, New York, by Rosenbaum--the triangulation method is demonstrated in terms of method and findings. It is concluded that triangulation techniques are essential to making the kinds of informed judgments that qualitative researchers are called upon to make. Post-hoc triangulation, as used in this study, is not as effective as when the triangulation design is part of the original plan for research. Appended are 13 references, a table, and first- and second-order scores for the school work environment. (SI)

ED 306 726 EC 212 790

Fuchs, Douglas; And Others
Prereferral Intervention through Teacher Consultation: Mainstream
Assistance Teams.
George Peabody Coll. for Teachers, Nashville, Tenn.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 89
NOTE- 20p.
GRANT- G008530158
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Problems; Classroom Techniques; *Consultation Programs; Elementary Secondary Education; *High Risk Students; Intervention; *Mainstreaming; Outcomes of Treatment; Program Development; *Program Implementation; *Referral; Teaching Methods; Technical Assistance
IDENTIFIERS- *Prereferral Intervention

Prereferral intervention is designed to reduce referrals for special education placement, by modifying teacher instruction or management of difficult-to-teach (DTT) pupils prior to formal referral. A 3-year project is described in which Mainstream Assistance Teams offer consultation services to teachers in elementary and middle schools. The consultation results in interventions that are prescriptive, student-directed, and designed to transfer to additional school settings. Step-by-step procedures in designing and implementing prereferral intervention involve: identifying the problem, observing classroom behavior, validating the behavior, setting the goal, planning the intervention, and conducting a teacher-student meeting to develop a contract. The intervention activity is then implemented, involving recording, charting, self-monitoring, and feedback. Self-monitoring steps are gradually phased out, and observations take place in the original classroom and a transfer classroom. A post-intervention meeting takes place in which teacher and consultant determine goal achievement. To evaluate effectiveness of the approach, observation data were gathered in Year 2 and 3 on 103 DTT students, from a large urban school district and rating scales were administered to their teachers. Results showed that the intervention reduced the frequency of most DTT students' problem behavior and caused teachers to become more positive toward these pupils. The DTT students were less likely to be referred to special education than similar students in control groups. (JDD)

ED 306 739 EC 212 803

Discoveries: Fiction for the Youngest Reader.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
REPORT NO.- ISBN-0-8444-0529-9
PUB DATE- 86
NOTE- 79p.; For related documents, see EC 212 804-806.
AVAILABLE FROM- Discoveries, CMLS, P.O. Box 3022, Tampa, FL 33630 (free matter for blind or handicapped).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiodisks; *Audiotape Cassettes; Beginning Reading; *Blindness; Books; *Braille; *Childrens Literature; Fiction; *Physical Disabilities; Preschool Education; Primary Education; Talking Books; Visual Impairments

This guide to selected juvenile fiction lists books available on disc, on cassette, or in braille in network library collections provided by the National Library Service for the Blind and Physically Handicapped of the Library of Congress. The books were selected for readers from preschool to second grade, and fall into the following categories: alphabet books, counting books, fairy tales, poetry, stories in rhyme, children's stories, winter readings, spring readings, summer readings, autumn readings, and special days of celebration. Each entry offers a brief description of the book's content, an indication of grade levels, and a publication date. The guide also contains: (1) a list of other bibliographies of books on disc, on cassette, and in braille; and (2) an author-title index by form (disc, cassette, and braille.) (JDD)

ED 306 375 CE 052 313

Comprehensive Home Economics. Vocational Home Economics Education.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jul 88
NOTE- 423p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; Career Education; *Child Development; Classroom Techniques; *Clothing Instruction; Competency Based Education; *Consumer Education; Course Content; *Daily Living Skills; Decision Making Skills; Educational Resources; *Family Life; Foods Instruction; Health Education; Housing; Nutrition; *Occupational Home Economics; Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Texas

This curriculum guide is one of a number of curriculum guides developed for use in vocational home economics education in Texas.

The guide is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in the guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Key points and critical questions are designated. The eight units of this guide cover the following topics: family living; child development; clothing and textiles; housing for the family; management for daily living; individual consumer responsibilities; food and nutrition for families and individuals; and personal and family health. Information on teaching about careers in vocational home economics fields is included. (KC)

ED 306 433 CE 052 406

Budge, Trevor
The Provision of Post-Secondary Education in Non-Metropolitan Australia: Planning and Policy Considerations.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-243-8
PUB DATE- 89
NOTE- 123p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; Demography; *Educational Policy; Foreign Countries; Postsecondary Education
IDENTIFIERS- *Australia; *Nonmetropolitan Areas

The numerous conclusions and recommendations presented stem from a 1987-1988 study that addressed four questions about postsecondary education in nonmetropolitan Australia: (1) To what extent does the system monitor and respond to demographic and labor market changes?; (2) What progress has been made toward achieving cooperation and coordination between postsecondary sectors and institutions?; (3) What barriers exist to providing opportunities for persons in nonmetropolitan areas to gain greater access to postsecondary education?; and (4) What further steps should be taken to provide more opportunities? In this context, nonmetropolitan does not mean rural but refers to all areas outside the six Australian capital cities and outside the following cities/areas: Canberra, Newcastle, Wollongong, Geelong, and the Gold Coast. The material in the following sections answers the four research questions: (1) an overview of postsecondary education provision; (2) demographic and labor market characteristics; (3) policy for the provision and development of postsecondary education; (4) initiatives taken to expand the provision of postsecondary education; (5) factors limiting an expansion in access to postsecondary education; (6) proposals to expand the provision of postsecondary education; (7) census tables; (8) two maps that show population changes in selected government areas of Victoria from 1976-1986; and (9) a map of Department of Local Government and Administration regions. A 161-item bibliography completes the report. (CML)

Schuh, John H.
Selected Characteristics of Students Enrolled in Doctoral Programs in Student Affairs, 1988-1989.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American College Personnel Association (Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Doctoral Programs; *Graduate Students; Higher Education; Profiles; *Student Characteristics; *Student Personnel Services

This study was undertaken to provide a profile of students enrolled in doctoral programs in student affairs administration during the 1988-1989 academic year. Questionnaires were sent to the administrative heads of doctoral programs in student affairs administration at the 58 institutions in the United States listed in the American College Personnel Association's "Guide to Graduate Preparation Programs" as having such programs. Data from 48 responding institutions identified a total of 775 students enrolled in doctoral programs at the institutions included in the study. Over one-half of the students were women (56.3%). Most students were enrolled in institutions located in the Southeast and Great Lakes regions, with the smallest number enrolled in Pacific region institutions. The majority of students (62.5%) were enrolled part-time in their programs. Caucasians made up 79.5% of the students; blacks comprised nearly 14% of the students, followed by Hispanics, Native Americans, and Asian Americans. Over 30% of the students were between the ages of 31 and 35, 27.3% were between 26 and 30, and 22.8% were between 36 and 40. Few students were over 50 or under 25 years of age. Over 80% of the students intended to pursue administrative careers, with the balance of the students having career plans along a faculty track. (A table showing number of respondents by regional grouping and a list of participating institutions are appended.) (NB)

ED 306 504 CG 021 637

Lake, Sara

Supporting Middle Level Students through Counseling and Teacher Advisor Programs. Practitioner's Monograph #4.

California League of Middle Schools, Sacramento.

PUB DATE- Jan 89
NOTE- 18p.
AVAILABLE FROM- California League of Middle Schools, 1107 Ninth Street, Suite 150, Sacramento, CA 95814 ($4.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Adolescents; Counselor Teacher Cooperation; Intermediate Grades; Junior High Schools; *Middle Schools; *Preadolescents; Program Design; Program Implementation; *School Counseling; *School Guidance; Student Development; *Teacher Role
IDENTIFIERS- *Teacher Advisors

This monograph notes that while all aspects of the middle level education program contribute to students' personal development, the core of the effort lies in the counseling and guidance program. It cites literature suggesting that the program should consist of counseling, guidance curriculum, and advisement. Definitions for each of these three parts of the program are given. It is assumed that counseling is a well-understood structure in most schools; consequently, the report focuses on the guidance curriculum and on advisement, two areas in which the teacher can play a role. Possible teacher roles in the counseling and guidance program are described and ways of developing guidance curriculum and advisement programs are considered. The content and delivery of a middle level guidance curriculum are discussed. A section on a teacher advisor program explains the teacher's role, the counselor's role, the selection of teacher advisors, appropriate activities for a teacher advisor program, the scheduling of advisory periods, the program design and implementation, potential problems in such a program, and benefits of a teacher advisor program. (NB)

ED 306 564 CS 211 415

Grade 12 Diploma Examination, English 33. Part A: Written Response. June 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 88
NOTE- 31p.; For January 1988 edition, see ED 293 127. For part B, see CS 211 416-417.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Multiple Choice Tests; Pictorial Stimuli; Reader Response; *Reading Comprehension; *Reading Skills; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the English 33 Grade 12 Diploma

Examinations in Alberta, Canada, this test booklet contains the composition component of the June 1988 tests. During 2.5 hours, students are required to perform the following writing tasks: (1) a personal response to an excerpt from Ursula K. Le Guin's "Very Far Away from Anywhere Else"; (2) functional writing, requiring a written response to a given situation; and (3) a response to visual communication requiring students to write about the details in a photograph and their personal reactions to it. The booklet also contains space for planning and drafting the compositions, as well as for writing the revised work. (MM)

ED 306 594 CS 211 846

Kantz, Margaret J.
Promises of Coherence, Weak Content, and Strong Organization: An Analysis of the Student Texts (Reading-to-Write Report No. 3). Technical Report No. 22.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 42p.; For the other reports in this series, see ED 285 206, CS 211 845-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Coherence; Cohesion (Written Composition); Critical Reading; *Freshman Composition; *Grading; Higher Education; Reading Writing Relationship; Revision (Written Composition); Student Reaction; *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- Reading to Write; Writing Tasks

This study is the third in a series of reports of the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. This part of the study examines the problem that teachers have in judging whether textual signals that students use to indicate a persuasive analysis of source material are or are not enacted in their discussions. Subjects, 69 students enrolled in a freshman composition course (36 in the control group and 33 in the experimental group) had their essays graded by a group of teachers. Fifty-seven students later handed in revised essays. In discussions some essays came in for special scrutiny because the raters encountered various difficulties when they applied their initial taxonomy of organizing plans to the freshman papers. This led to the development of an elaborated taxonomy of task representations. (Two figures are included; and the Reading-to-Write study list of references, instructions to judges of essays, and sample essays are attached.) (RS)

Handford, Charlene J.

Teaching Criticism via TV Evangelists.

PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Churches; Communication Research; Course Content; Course Descriptions; Course Organization; Graduate Study; Mass Media Effects; *Programing (Broadcast); *Religion; *Rhetorical Criticism; Speech Communication; Telecommunications
IDENTIFIERS- Evangelical Christians; *Religious Broadcasting; *Televangelism

This paper describes a graduate course at Louisiana State University in Shreveport, entitled "The Electronic Church, with an Emphasis on Its Evangelists." The paper addresses some of the ways in which criticism is taught via the television evangelists. Following a mini-course in speech analysis, the course focuses on the various aspects of the electronic church and the backgrounds, personality traits, life styles, preaching styles, theologies, and political beliefs of Jim and Tammy Bakker, Jerry Falwell, Oral and Richard Roberts, Pat Robertson, James Robinson, Robert Schuller, Jimmy Swaggart, David Paul, LeRoy Jenkins, and Peter Popoff. The paper concludes that the chief ingredients in a course of this nature should be thorough and up-to-date research, objectivity, and freedom of expression. (MS)

ED 306 697 EA 020 996

Elementary and Secondary Enrolment: Fall 1987 to Fall 1993. Targeted Forecast.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- CS-89-645
PUB DATE- Apr 89
NOTE- 4p.; Data Series: TF-89-4.2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; *Enrollment Trends; Government Publications; *Private Schools; *Public Schools; *School Demography; *School Statistics

The National Center for Education Statistics (NCES) projects that total elementary and secondary school enrollment will be 45.6 million in fall 1989. There were an estimated 45.4 million students enrolled in 1988. Enrollment in kindergarten through grade 8 is expected to increase from 32.4 million in 1988 to 32.9 million in 1989, an increase of 1.5 percent. In contrast, enrollment in grades 9-12 will continue to decline. This number is expected to decrease from 13.0 million in 1988 to 12.7 million in 1989, a drop of 2.6 percent. During the 1989 to 1993 period, elementary enrollment is expected to rise steadily, while secondary enrollment is expected to reverse its decline midway through the period. Increases are projected for both public and private schools. Technical notes discuss the methodology, forecast accuracy, and sources of data of this targeted forecast; an address where further information may be obtained is noted. (MLF)

ED 306 712 EC 212 774

Zigmond, Naomi
What Is Effectiveness? Panel Discussion.
PUB DATE- Jul 88
NOTE- 30p.; In: Research in Education of the Handicapped. Project Directors' Meeting (3rd, Washington, DC, July 10-12, 1988) Proceedings; see EC 212 771.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Research; *Evaluation Methods; Followup Studies; *Instructional Effectiveness; *Intervention; Longitudinal Studies; Normalization (Handicapped); *Outcomes of Education; Preschool Education; Program Effectiveness; Secondary Education; Special Education; Student Educational Objectives

Two papers are presented from a panel discussion moderated by Naomi Zigmond, who introduces the papers with a note on definitions and measures of intervention effectiveness. "Some Thoughts on Effective Intervention for Handicapped Preschoolers," by Phillip Strain, notes that special education researchers attempt to be efficient, economical, politically compatible, and consistent with values, and later consider effectiveness only in a belated fashion. Researchers should consider how consumers evaluate effectiveness, because interventions will not be used if people cannot see a difference in child outcomes attributable to these interventions. Researchers should also recognize the importance of longitudinal studies. The second paper, "Markers of Effectiveness at the Secondary Level in Special Education" by Eugene Edgar, contends that the important aspect of secondary special education is to prepare students with skills and attitudes that will enable them to experience some quality of life, and to offer them the opportunity to practice their skills in the natural environment. Measurement of student outcomes is very difficult and involves issues of how to obtain data, when to obtain data, and from whom. The paper examines follow-up studies of special education school leavers and offers guidelines for conducting future effectiveness research. (JDD)

ED 306 754 EC 212 818

Traustadottir, Rannveig
Women and Family Care: On the Gendered Nature of Caring.
Syracuse Univ., NY. Center on Human Policy.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 88
NOTE- 24p.; Paper presented at the International Conference on Family Support (1st, Stockholm, Sweden, August 14-19, 1988).
GRANT- G0085C3503
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Child Rearing; Delivery Systems; *Disabilities; Family Life; Family Programs; *Family Relationship; *Females; Feminism; *Mothers; Parent Role; *Sex Role; Social Integration; Social Support Groups; Stereotypes

This paper challenges the traditional view that, in families of children with disabilities, mothers have the primary responsibility for child care because they are the "natural" caregivers. Family support services are an emerging way of delivering services to families of children with disabilities, and they seem to operate within a framework that accepts the traditional view of women as the "natural" caregivers. The rationale for family support programs focuses on the cost savings of providing care at home and the support of traditional family values. Caring, in its three identified forms (taking care of the child, caring about or loving the child, and caring about what happens to people with disabilities in general), is considered women's responsibility. Cultural stereotypes of men and women have significant influence on the way family support services are provided, and on the way that service providers view mothers and fathers of children with disabilities. The paper concludes that the disability rights movement and the women's movement may be in serious conflict, and that the disability field needs to develop a more sensitive perspective on women's issues to further efforts to achieve full community integration of people with disabilities. (JDD)

ED 306 390 CE 052 331

Medication Administration Technician. Teacher Edition.

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89

NOTE- 281p.; Document contains colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, OK 74074-4364 (Order No. AD--1140).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Drug Therapy; *Group Homes; Legal Responsibility; *Medical Assistants; *Medical Services; Postsecondary Education; Residential Care; *Residential Institutions; State Curriculum Guides; Student Evaluation; Tests
IDENTIFIERS- *Medication Administration Technicians

This publication provides a course of instruction for training individuals to administer medications in a group home or residential care home. The competency-based curriculum and instructional materials presented in the document contain three instructional units: Administer Medications, Obtain Vital Signs, and Explore Legal Issues. This format includes the following basic components that form a unit of instruction: objective sheet (introduction, unit and specific objectives), instructor's guide (unit contents, suggested activities, unit references), instructor's supplements (pretests, forms, answer keys), transparency masters, information sheets, student supplements, assignment sheets (written exercises), procedure sheets (a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill), activity sheets, tests, and evaluation forms. Depending on the specific objectives, any given unit of instruction may or may not include transparency masters, supplements, assignment sheets, procedure sheets, or activity sheets. (YLB)

ED 306 405 CE 052 368

Smith, David Lawson
Comparative Costs of Occupational and General Education, Grades 9-12 in Nevada.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Mar 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Comparative Analysis; *Educational Finance; *Expenditure per Student; High Schools; *Program Costs; School Statistics; State Surveys; Statewide Planning; *Vocational Education
IDENTIFIERS- *Nevada

A study compared statewide per-student costs of providing occupational and academic education in Nevada in grades 9-12. The variables compared were teacher salaries, consumable supplies, equipment, and maintenance and repairs. Results indicated that it cost Nevada 62.98 percent more to provide these educational services to the occupational student than to the academic student. Teacher salaries and benefits averaged $2,796.13 per full-time equivalent (FTE) occupational student compared to $1,791.46 per FTE academic student. Expenditures for consumable supplies, equipment, and equipment repair and maintenance averaged $261.47 per FTE occupational student compared to $84.60 per FTE academic student. Findings paralleled previous research showing a substantial added cost per student for providing occupational education services and supported the proposal for establishing a stable source of funding support to provide for the additional costs of Nevada's occupational education programs in grades 9-12. (An illustration of additional funding to cover the added costs of occupational programs statewide is provided using the per-pupil allocations from the Nevada Distributive School Fund. The instrument is appended.) (Author/YLB)

ED 306 447 CE 052 423

Spill, Rick; Tracy, Marianne

Work Maturity Programming for Youth under JTPA.

National Alliance of Business, Inc., Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.

REPORT NO.- ISBN-0-88713-808-X
PUB DATE- Dec 86
NOTE- 51p.; For related documents, see CE 052 421-422.
AVAILABLE FROM- National Alliance of Business, Inc., 1201 New York Avenue, NW, Washington, DC 20005 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Competency Based Education; *Employment Potential; *Job Skills; Maturity Tests; Postsecondary Education; *Prevocational Education; Secondary Education; *Vocational Maturity; Work Experience Programs; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982; *Private Industry Councils

Competency-based programming for Job Training Partnership Act (JTPA) participants is a powerful tool that can be used by Private Industry Councils (PICs) to train youth in, among other things, the work maturity skills vital to finding and keeping employment. Work maturity skills are involved in the following behaviors: being on time for work, working industriously while on the job, getting along with others, dressing appropriately, following directions, completing the tasks assigned, and assuming responsibility. About 450 Service Delivery Areas across the United States have developed competency-based programs to teach work maturity or other competencies. Each local system is made up of the following key components: (1) PIC-recognized competency statements; (2) instruments to assess participant need; (3) employability plans; (4) classroom and on-site training; (5) evaluations of participant achievement; (6) certificates of achievement; and (7) documentation of participant activities. Following the narrative overview of the issues involved in developing such programs, the major portion of this report for job training professionals consists of seven descriptions of model programs. The descriptions take the form of National Alliance of Business Bulletins. The following sections follow the bulletins: a selected bibliography, a youth employment competency resource list, and a transcript of U.S. Department of Labor regulations that affect work maturity competencies. (CML)

ED 306 461   CE 052 447

McLean, Angela; And Others
AIM. Advance into Mohegan.
Mohegan Community Coll., Norwich, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Nov 88
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advanced Placement Programs; *Articulation (Education); Behavioral Objectives; College Credits; College Programs; *College School Cooperation; Course Content; Course Organization; Curriculum Development; Educational Planning; High Schools; Institutional Cooperation; Learning Activities; Office Occupations Education; Test Items; Transfer Policy; Two Year Colleges; *Typewriting
IDENTIFIERS- *Mohegan Community College CT

This curriculum guide describes in detail the Typing I and II curriculum at Fitch Senior High School, Groton, Connecticut, that can be taken for six hours of credit at Mohegan Community College. The articulated course was developed by a committee of teachers from both schools. For each typing course, the following information is provided: course description, objectives, materials and methods, credit transfer policy, course outline, course syllabus for Mohegan, curriculum guide for Fitch, and sample final exams for both institutions. An appendix contains sample handouts for typing practice. (KC)

ED 306 489 CG 021 622

Ronkowski, Shirley; Iannaccone, Laurence

Socialization Research in Administration, Graduate School, and Other Professions: The Heuristic Power of Van Gennep and Becker Models.

PUB DATE- 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Graduate Students; Graduate Study; Higher Education; Medical Students; Models; *Professional Personnel; *Professional Training; *Socialization; Teacher Education; Theories

Ten socialization studies, all of which used Becker's model of perspective shift and/or Van Gennep's three-stage socialization framework were analyzed for common patterns that would add to the empirical and theoretical base of the Becker and Van Gennep models. The studies were concerned with experiences of adults entering and moving through educational administration, graduate school training, student teaching, nursing, and law enforcement. Empirical evidence was found to support Van Gennep's notion of the three stages of separation, transition, and incorporation occurring as phases within the transition stage when that stage takes place over a prolonged period of time. Using the concept of a three-phase sequence within the transition stage as a structure for deeper analysis of four of the 10 studies, three distinguishable patterns were found regarding the ways in which individuals locate themselves in the transition stage. The three patterns of self-location were: (1) comparison of one's self with others; (2) comparison of self, especially job related performance with role requirements; and (3) comparison of self with one's self in a temporal sense of past, present, and future. (ABL)

ED 306 608 CS 506 582

Williams, David E.
Identifying the Rhetoric of Uncertainty Reduction.
PUB DATE- Apr 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Central States Communication Association (Kansas City, MO, April 13-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interpersonal Communication; *Rhetoric; Rhetorical Criticism; Speech Communication

IDENTIFIERS- Burke (Kenneth); *Rhetorical Strategies; Rhetorical Theory; *Uncertainty Reduction

Offering a rhetorical perspective of uncertainty reduction, this paper (1) discusses uncertainty reduction theory and dramatism; (2) identifies rhetorical strategies inherent in C. W. Berger and R. J. Calabrese's theory; (3) extends predicted outcome value to influenced outcome value; and (4) argues that the goal of uncertainty reduction and influenced outcome value can be viewed as Burkean identification. Forty-six references are attached. (SR)

ED 306 665 EA 020 911

Furst, Lyndon G.
Bible Reading and Prayer in the Public Schools: Clearing Up the Misconceptions.
PUB DATE- Mar 89

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Biblical Literature; Court Litigation; *Educational Legislation; Elementary Secondary Education; Federal Courts; *Government School Relationship; *Public Schools; Religious Education; Religious Factors; *School Prayer
IDENTIFIERS- *Engel v Vitale; Supreme Court

The purpose of the research was to provide practitioners in the public schools with an empirical basis for their efforts to find the proper place of religious ritual and instruction in the school setting. This paper analyzes two Supreme Court decisions regarding prayer and Bible reading in the public schools: (1) "Engel v. Vitale"; and (2) "School District of Abington Township, Pennsylvania v. Schempp." The headnotes of each case, as supplied by the editors of the "Supreme Court Reporter" are listed in a table. These headnotes denote the legal principles expressed in the actual text of the Court's decision. Beside each headnote is placed the words that limit the legal restrictions in the note. The analysis indicated that the activity banned by the Supreme Court in "Engel v. Vitale" was the imposition of the religious activity of prayer by government and not the actual act of prayer itself. Prayer by students or teachers is not forbidden. Prayer imposed by the government or one of its agents is forbidden. The analysis also indicated in the "Schempp" decision that reading the Bible in a public school was not forbidden; what was banned was the required reading of the Bible as a religious exercise. (SI)

ED 306 681 EA 020 947

Osheka, John R.; Champagne, David W.

Power, Responsibility, Control, and Accountability: A Case Study of Decision Making in an Implementation Effort in a City School District.

PUB DATE- Mar 89

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Decision Making; *Dropout Prevention; *Dropout Programs; *Dropout Rate; Dropout Research; Grade 9; High Schools; *Intervention; *Urban Schools

The purpose of this study was to identify the factors and data that influenced the key implementation decisions of a ninth-grade dropout intervention program in a large urban high school in 1987-1988. The school district was composed of 12 high schools, 15 middle schools, and 48 elementary schools, and served approximately 40,000 students. Data findings are divided by topic headings in the following manner: (1) information needs of the administrator/pilot facilitator and others responsible for making decisions regarding the implementation of an intervention program; (2) changes in the information needs of decision-makers; (3) data collection strategies that were used by decision-makers; (4) key decisions and factors that affected the implementation; and (5) use of data that were generated. Factors, events, and situations that affected the implementation of this pilot program are identified. This study revealed that once the school year began and a modified pilot program was in place, the flow of information from one level of decision-makers to the next rarely took place. The study also suggested that, once the superintendent has made the decision to implement a pilot program, a set of specific questions should be developed to provide a standardized method of collecting data. A sample question design is included. Recommendations on planning and implementation are discussed. Appended are 13 references. (SI)

ED 306 360 CE 052 256

Anderson, William W.; Stewart, Oran J.

Testing Job-Specific Literacy of Industrial Workers: Cooperation between Educators and Industry.
PUB DATE- 29 Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Communication Skills; *Functional Literacy; *Functional Reading; Industrial Personnel; *Job Performance; Reading Research; Reading Skills; Reading Tests; *Test Construction; Vocational Evaluation
IDENTIFIERS- *Job Literacy; Nelson Denny Reading Tests; Pennsylvania

A test of job-specific literacy, called the McCoy Assessment of Worksite Literacy Abilities (MAWSLA), could not predict the job success of the 100 employees who took it. The 108-item test was based on literary tasks encountered by employees in the course of a routine day at McCoy Electronics Company, a 560-employee firm in Pennsylvania. The instrument was developed after observation; collection of literary samples that employees routinely had to read (e.g., memos from management, safety instructions, personnel forms, and operating instructions); interviews with workers, supervisors, and management; and two pilot tests. After taking the 30-minute MAWSLA, subjects took the Nelson Denny reading tests. Multiple linear regression determined the extent to which MAWSLA scores accounted for variance in job performance ratings and in an "employee value index," constructed from performance ratings, time missed from work, and number of days on the job. Other variables added to the prediction formula were age, length of employment, and scores on the Nelson Denny tests. The analysis accounted for only 6 percent of variance in the employee value index and only 10 percent in job ratings. Use of the Pearson-r revealed no correlation between the MAWSLA and the index, and a correlation of only .21 between the MAWSLA and performance ratings. (CML)

ED 306 519 CG 021 652

Solomon, Henry; And Others
Study of Exemplary Guidance Programs in Elementary Schools. OEA Evaluation Report.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jul 88
NOTE- 96p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary Schools; Elementary School Students; *Program Effectiveness; *School Counselors; *School Guidance

Interest in guidance in the elementary school appears to be growing. Eight exemplary guidance programs were examined in order to identify effective approaches and strategies that could be replicated. A literature review suggested that counselors should spend less time modifying individual student behaviors and more time improving the learning environment. Interview and observation instruments were designed to collect data specifically pertaining to 10 ideal guidance practices identified in the literature review. Results showed that successful guidance programs operated as integral parts of schools' overall educational functions. These exemplary programs also provided a wide range of guidance services to their students, staff, and parents and served as the fulcrum for a variety of human resources for at-risk children and their families. Successful guidance programs were supported by faculties that were responsive and willing to share in the planning and implementation of guidance functions. Successful counselors served more children more effectively through active collaboration with community social service professionals and provided leadership and direction in the operation of school pupil personnel committees. Principals should bring counselors into schoolwide programming and decision-making, and greater initiatives should be exercised in building a strong parent constituency. (ABL)

ED 306 638 EA 020 796

Ladd, Helen F.; Wilson, Julie Boatright
Education and Tax Limitations: Evidence from Massachusetts' Proposition 2 1/2.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
NOTE- 86p.; Part of a larger study receiving supplemental funds from the Lincoln Institute of Land Policy, Cambridge, MA. For related documents, see EA 020 795-798.
GRANT- NIE-G-81-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Financial Support; *Retrenchment; School Surveys; *Tax Allocation; *Tax Effort; *Taxes; *Tax Rates
IDENTIFIERS- *Massachusetts

This paper uses survey data collected during the 2 weeks following the November 4, 1980, election to answer questions concerning how local public education should be funded in the wake of the passing of Proposition 2 1/2, a measure that requires high tax rate cities and towns to reduce property tax levies by at least 15 percent per year until they reach the maximum allowable rate of 2 1/2 percent of fair market value. Communities with low tax rates are allowed to raise property taxes but by no more than 2 1/2 percent per year. In four sections, the link between views about education and support for tax limitation are reviewed. Section 1 decribes the provision and financing of education in Massachusetts. Section 2 disentangles the effects of education-related motivations from other factors influencing the votes on Proposition 2 1/2. Section 3 describes how views about education are distributed across various subgroups of the population. Section 4 summarizes the findings, which showed that Massachusett's household heads were relatively satisfied with the level of public education services; however, they felt that the passage of Proposition 2 1/2 would lead to greater control by voters over public spending. Extensive appendixes present the voting model; statistics on voters' views of fiscal issues; and their expectations of the effects of passage of the proposition. (JAM)

ED 306 651 EA 020 835

Winter, Janet
Educational Reform.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Competence; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Public Support; Scores; *Vocational Education

The need exists for educational reform. Student achievement scores are down, unemployment and dropout rates are up, social and welfare costs are up, economic productivity has declined, and shortages of qualified teachers are imminent. After Chapter 1 of this paper provides background and history for school reform, Chapter 2 reviews the literature, highlighting the national educational crisis and developments concerning test scores, curriculum reform, the return to basics movement, course and text book content, and the teacher-preparation-versus-curriculum controversy. Chapter 3 discusses educational reform objectives advanced by professional educators, such as a continuing need for the basics, economics, and vocational education. This chapter also rebuts three of Robert J. Samuelson's educational reform pronouncements concerning community college access, academic requirements for guaranteed student loans, and teacher certification. In closing, this chapter stresses education's purpose (to provide today's youth with survival skills needed for tomorrow) and calls privatization of education good in theory, but impossible in practice. A summary suggests that educational reform decisions should be based on a variety of criteria, not on one statistic or opinion. Proclamations based on isolated test results are especially suspect. Serious reformers must compare reports and analyze their validity. From this base, educators can judge the merits of proposed reforms and devise appropriate plans for improvement. (37 references) (MLH)

ED 306 740 EC 212 804

Discoveries: Fiction for Elementary School Readers.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

REPORT NO.- ISBN-0-8444-0530-2
PUB DATE- 86
NOTE- 104p.; For related documents, see EC 212 803-806.
AVAILABLE FROM- Discoveries, CMLS, P.O. Box 3022, Tampa, FL 33630 (free matter for blind or handicapped).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiodisks; *Audiotape Cassettes; *Blindness; Books; *Braille; *Childrens Literature; Elementary Education; Fiction; *Physical Disabilities; Talking Books; Visual Impairments

This bibliography is designed to aid in the selection of literature for visually impaired or physically handicapped students between second and sixth grades. It lists selected fiction books available on disc, on cassette, or in braille in network library collections provided by the National Library Service for the Blind and Physically Handicapped of the Library of Congress. The list is divided into 17 sections: fairy tales; folklore; stories in rhyme; friendship; family life; music; poetry; humor; tales of mystery; frontier and pioneer life; sports, pets, and amusements; children's stories; winter readings; spring readings; summer readings; autumn readings; and special days of celebration. Each entry contains a brief description of the story, an indication of reading level, and a publication date. The guide also contains descriptions of other bibliographies which list materials for individuals with visual impairments. An author-title index and an order form complete the volume. (JDD)

ED 306 419   CE 052 385

McGovern, Jane
"I Don't Speak English...but I Understand You." Speaking, Writing, Reading and Listening Activities for Hispanic Adults in a Community-Based English as a Second Language Program.
Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Oct 88
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Bilingual Education Programs; *English (Second Language); *Hispanic Americans; Limited English Speaking; *Second Language Instruction; Spanish; Vocabulary
IDENTIFIERS- 310 Project; Pennsylvania

This collection of language activities for the Hispanic adult English-as-a-Second-Language (ESL) student emphasizes real life vocabulary and skills. It is addressed to the student, except where a facilitator is needed for dictation exercises. Nonetheless, an instructor's help is necessary for the manual's use. Vocabulary lists in Spanish and English are on these topics: emergency phone calls, arranging for and maintaining utilities services, applying to purchase or rent a home, and applying for a job. A blank job application and lease form are included. Short paragraphs, written by former ESL students, on such topics as drugs, aging parents, disciplining children, and the differences between food in the United States and Puerto Rico also appear. They are intended to stimulate discussion and form the basis for activities in pronunciation, comprehension, writing, and making inferences. (CML)

ED 306 534 CS 009 616

Balajthy, Ernest
Research on Computer-Based Education for Reading Teachers: A 1989 Update. Results of the First National Assessment of Computer Competence.
PUB DATE- May 89
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; Educational Trends; Elementary Secondary Education; Grade 3; Grade 7; Grade 11; Reading Teachers
IDENTIFIERS- *National Assessment of Educational Progress; *Student Surveys

Results of the 1985-86 National Assessment of Educational Progress (NAEP) survey of American students' knowledge of computers suggest that American schools have a long way to go before computers can be said to have made a significant impact. The survey covered the 3rd, 7th, and 11th grade levels and assessed competence in knowledge of computers, computer applications, and computer programming. Results indicated a widespread lack of familiarity with computer applications and programming as well as an emphasis on teaching programming rather than using computers in subject areas such as reading and English. Results also showed that roughly 30% of students had access to computers at home, but that socioeconomic factors played a disturbing role in limiting mminority students' access to computers. Despite the overall poor results, the rumored stall in the "computer revolution" disappears upon close examination. The NAEP results are 2 years old, based on generally unreliable self-report information, derived from a multiple choice test in a field which is primarily "hands on." The report's general conclusions are also heavily weighted by the computer programming section, but general computer literacy is unrelated to knowledge of computer programming. The computer revolution may be a growing surge rather than an explosion. (RS)

ED 306 550 CS 009 648

A Guide to Developing Higher Order Thinking across the Curriculum.
Iowa State Dept. of Education, Des Moines.

PUB DATE- Apr 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Cognitive Processes; *Creative Thinking; *Critical Thinking; *Curriculum Design; *Curriculum Guides; Elementary Secondary Education; Skill Development; Teaching Methods
IDENTIFIERS- *Higher Order Skills; Iowa; *Thinking across the Curriculum; Thinking Skills

This guide (developed in response to a mandate from the Iowa General Assembly) is designed to help faculties and administrators in developing curriculum and improving instruction in higher order thinking skills. The guide synthesizes the varied and not always consistent ideas about thinking into an approach that will be useful to educators as they work to infuse higher order thinking into their teaching. The guide includes sections on general strategies for teaching thinking, explicit skills-based thinking instruction, and analyzing and evaluating the curriculum. The guide also contains an extensive bibliography with sections on essential references, professional materials, and staff development materials. Eight appendixes including a thinking skills checklist, a scale for rating effectiveness in developing thinking skills, a glossary of terms, and a list of classroom materials and resources available are attached. (MS)

ED 306 565 CS 211 416

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Readings Booklet. June 1988 Edition.

Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 27p.; For the accompanying questions booklet, see CS 211 417; for part A, see CS 211 415. For January 1988 edition, see ED 293 128.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the English 33 Grade 12 Diploma Examinations in Alberta, Canada, this test (to be administered along with a questions booklet) contains the reading selections portion of Part B, the reading component of the June 1988 tests. The following short selections taken from fiction, nonfiction, poetry, drama, and day-to-day functional materials are included: (1) "The Turtle" (George Vukelich); (2) an excerpt from "Jane Eyre" (Charlotte Bronte); (3) "Ranch Wife" (James M. Moir); (4) an excerpt from "By Any Other Name" (Santha Rama Rau); (5) several related materials which the student is required to evaluate, including a personal letter, a collection of cartoons, a college brochure, and a magazine review of computers; (6) a student's composition in first draft form; (7) "Advice to an Interplanetary Visitor" (Bruce Dawe); (8) an excerpt from "Ronnie So Long at the Fair" (Merna Summers); and (9) "Ceintures S.V.P." (Mervyn J. Huston). Duration of the examination is 2 hours. (MM)

ED 306 580   CS 211 811

Summerfield, Judith; Summerfield, Geoffrey

Texts and Contexts: A Contribution to the Theory and Practice of Teaching Composition.

REPORT NO.- ISBN-0-07-554-941-7
PUB DATE- 86
NOTE- 304p.
AVAILABLE FROM- McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Freshman Composition; Higher Education; Rhetoric; Socialization; Student Writing Models; *Theory Practice Relationship; Writing Exercises
IDENTIFIERS- *Composition Theory; Discourse; Process Approach (Writing); *Writing Contexts

This book explores the implications and consequences, both theoretically and practically, of four propositions: (1) discourse is produced in context; (2) discourse is primarily a reaction to a precedent action; (3) social interactions in which language is used to construct reality are performed in a variety of roles; and (4) the features of discourse are shaped by the fundamental roles of the participant and the spectator. The 12 chapters are as follows: (1) Context: A Composing Class; (2) Generative Frame: Actions and Reactions; (3) Generative Frame: Varieties of Textuality; (4) Applications: Syntax as a Notch on the Evolutionary Ladder; (5) Generative Frame: The Possibilities of Narrative; (6) Generative Frame: Being a Participant, Being a Spectator; (7) Applications: Writers as Participants; (8) Applications: Writers as Spectators; (9) Generative Frame: Role; (10) Applications: Student Writers in Role; (11) Generative Frame: Familiarization and Defamiliarization; and (12) Overview: The Shape of the Semester. (RS)

ED 306 609 CS 506 588

Haynes, W. Lance
Communication for Scientists and Engineers: A "Computer Model" in the Basic Course.
PUB DATE- Nov 87
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Higher Education; Models; *Speech Communication; Speech Curriculum; *Speech Instruction; Speech Skills; Teaching Methods; *Technical Education; Theory Practice Relationship
IDENTIFIERS- *Orality

Successful speech should rest not on prepared notes and outlines but on genuine oral discourse based on "data" fed into the "software" in the computer which already exists within each person. Writing cannot speak for itself, nor can it continually adjust itself to accommodate diverse response. Moreover, no matter how skillfully performed, as though it were spontaneous and interactive, the predetermined speech can never in fact be either. Basic communication classes, particularly for scientists and engineers, should primarily address the restoration of an oral experience of the shared and sounded word. The categories of data that the mental software of the orator needs to draw on are: (1) thorough knowledge of the subject; (2) audience awareness; (3) the speaker's own oral style; and (4) an understanding of the theory behind the communication process. Perhaps the greatest evidence

that can be offered to stress the virtue of orality is that the computer only works well in consort with its human belief system. The contemporary human computer possesses the capacity to evolve and act on an infinite body of potential intentions. (Seventeen footnotes are attached.) (RS)

ED 306 624 CS 506 645

Jassem, Harvey C.

The Changing Economics of the "Old" Media.

PUB DATE- May 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; Audience Response; *Consumer Economics; *Mass Media Use; Media Research; Media Selection; Programing (Broadcast); Technological Advancement
IDENTIFIERS- Advertising Effectiveness; Media Analysis; Media Appraisal; Media Characteristics

This paper examines how the new communication technology is challenging the "old" media, which includes radio, television, newspapers, magazines, and motion picture. The paper first provides an operational functional description of each of these media. Next the paper suggests another way to look at existing media. The paper then describes and discusses advertiser-reliant media, subscriber-reliant media, and advertiser/subscriber reliant media. Changes in the media environment are listed, such as more media choices for the consumer, more payment mechanisms for various media outlets, greater specialization as selected by the user, changed content and incentives of existing media, and different media use patterns by all users which, in turn, will necessitate new tracking/measurement schemes. The paper concludes that the "old" media will continue to serve their audiences (both subscribers and advertisers) for the foreseeable future but that they will operate in an ever-changing environment, characterized by more competition and changing desires, opportunities, and experiences on the parts of all participants. Twenty-one notes are included. (MS)

ED 306 698 EA 020 998

School Reform in 10 States.

Education Commission of the States, Denver, Colo.

PUB DATE- Dec 88
NOTE- 52p.; Funded in part by the John D. and Catherine T. MacArthur Foundation, Chicago, IL.
AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300 1860 Lincoln Street, Denver, CO 80295 (Stock No. SR-88-1; $8.50 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Educational Administration; *Educational Change; Educational Development; *Educational Policy; Elementary Secondary Education; Program Implementation

The third in a series, this report provides a brief look at the recent history of the education reform movements in 10 states. The report begins with an essay by William Chance, former executive director of the Washington State Temporary Committee on Educational Policies, Structure and Management. In an article entitled "Changing the Terms of Discourse," Chance takes a look at how American school reform has transpired and concludes with some specific suggestions for the restructured school system. The second part of the report describes and analyzes the process of implementing education in 10 states: California, Colorado, Florida, Illinois, Massachusetts, Minnesota, South Carolina, Tennessee, Texas, and Washington. (SI)

ED 306 727 EC 212 791

Baumgart, Diane; And Others

Making Transitions Work: Short- and Long-Term Transition Strategies: A Planning Guide for Junior and Senior High School Teachers. Secondary Transition and Employment Project: STEP.

Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 107p.; For related documents, see EC 212 792-801.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; *Long Range Planning; *Program Development; Secondary Education; *Student Educational Objectives; *Transitional Programs

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is for junior and senior high teachers of disabled students and provides strategies to aid in the transition of students from school to the community. Section I of the manual contains short-term transition strategies, for use with students graduating within a year. Section II contains the long-term transition strategies, a curriculum designed to systematically prepare the student to leave school. The format for both types of strategies includes goals, objectives, activities, materials, and persons responsible. The short-term strategies are grouped by recommended month of implementation, while the long-term strategies by student age (from 14 to 21). Short-term transition goals include: (1) develop a system which will facilitate the delivery of transitional services; (2) share information with parent/guardian and students on adult services; (3) develop and implement an individualized transition strategy; and (4) evaluate the success of the transition. Long-term strategy goals include: develop a management system to facilitate the delivery of transitional services; gather information for graduating students on all options available to them; and organize a long-term transition plan and procedures for implementation for students ages 14-21. Appendixes, comprising approximately half of the document, include sample short- and long-term transition forms and products as well as a schema of management strategies. (DB)

ED 306 376 CE 052 314

Individual and Family Life. Vocational Home Economics Education.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Mar 89
NOTE- 230p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Child Rearing; Family Life; *Family Life Education; Family Problems; *Family Programs; *Home Management; Instructional Materials; Money Management; *Occupational Home Economics; Secondary Education; *Service Occupations; State Curriculum Guides

This curriculum guide is designed for use in the vocational home economics education area of individual and family life at the secondary level. It is correlated closely with the essential elements prescribed by the Texas State Board of Education. The competencies are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. The conceptual outline as shown in the left-hand column relates to the subelement of each unit. Corresponding learning and evaluation experiences are found in the right-hand column. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Designations in the content indicate skill development within the common elements to all vocational education courses, application of basic/academic skills, key points for content discussion and review, and methods for developing critical thinking skills. The seven units cover the following topics: individuals and the family; family life patterns; adult roles; management in family life; parenting; special concerns in the family; and career options and adjustments. (YLB)

ED 306 406 CE 052 369

Foldesy, Eunice; Carpenter, John
Nevada Family Life Skills Study.
Nevada Univ., Reno. Research and Educational Planning Center.
SPONS. AGENCY- Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Aug 88
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Compliance (Legal); Consumer Education; Family Life; *Family Life Education; Family Relationship; High Schools; Homemaking Skills; Home Management; Parenthood Education; *State Legislation; *Teacher Attitudes
IDENTIFIERS- *Nevada

A survey of secondary school administrators and teachers was conducted in Nevada to determine compliance with Senate Concurrent Resolution 48, which encourages school districts to include a course in family life skills as part of the basic curriculum for high schools. The resolution identifies six skill areas that are to be taught in the course: nutrition; consumer economics; home management; child development; family relationships; and decision making. Surveys were sent to 54 secondary schools, with responses received from 42 schools. The study found that the majority of administrators and teachers felt that family life skills were important for the students' future success and satisfaction. However, only 60 percent of the schools offered a specific family life course that covered most of the skills. In addition, most of the skill areas were taught in elective courses. Most administrators and teachers thought that home economics teachers were most qualified to teach the course in family life skills. Recommendations were made that a specific family life skills course be offered and required in each school, with curriculum including all skill areas, and economics teachers teaching the course. Follow-up surveys of students who have taken family life skills courses were also recommended. (KC)

ED 306 434 CE 052 407

Clyne, Barry; And Others
Training Needs for High Performance in the Automotive Industry.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-325-6
PUB DATE- 89
NOTE- 65p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne 3001, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Auto Body Repairers; *Auto Mechanics; Curriculum Development; *Educational Needs; Electronics; Engines; Foreign Countries; Job Skills; *Labor Needs; Motor Vehicles; Postsecondary Education; *Repair; Skill Development; Skilled Occupations; Welding
IDENTIFIERS- *Australia; *Auto Racing

A project was conducted in Australia to identify the training needs of the emerging industry required to support the development of the high performance areas of the automotive machining and reconditioning field especially as it pertained to auto racing. Data were gathered through a literature search, interviews with experts in the field, and questionnaires mailed to the managers of a range of automotive reconditioning businesses in each Australian state and territory. The study found that there are not enough skilled people to provide the services demanded by racing teams.

Skills most needed included welding and electronics. The project clearly identified a need for a post-apprenticeship course that will provide an advanced level of technological skills for the machining, building, and operation of high performance engine and mechanical components. The course should include instruction in the areas of machining, engine design, engine assembly, engine testing, and welding and fabrication. Appropriate apprenticeships also were recommended for areas of the country in which they are not available. (KC)

ED 306 462 CE 052 450

Nurse Assistant Instructor Guide.

Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

PUB DATE- 88

NOTE- 962p.; Adapted from "Nurse Assistant in a Long-Term Care Facility. Instructor Guide" augmented to include Homemaking-Home Management. Document printed in a color coded format. coded format.

LANGUAGE- English

EDRS Price - MF07/PC39 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; *Home Health Aides; Learning Activities; Lesson Plans; *Medical Services; *Nurses Aides; Nursing; Nursing Homes; Personal Care Homes; Postsecondary Education; Safety; Student Evaluation; Teaching Guides

This document is designed to assist the teacher in a nurse assistant certification program. The program is intended to prepare students for entry-level employment in a long-term care facility or with a licensed home health care agency. The 135-hour course teaches basic skills in patient care that will qualify the student to assist the licensed practical nurse or the registered professional nurse in direct patient care. Introductory materials include a bibliography, list of audiovisual resources, and glossary. The course consists of 9 units and 72 lessons. Although the same scope of unit covers all lessons within the unit, a new set of student objectives accompanies each lesson. A lesson title page provides the objectives, supplementary teaching/learning items, teacher resources, and introduction of lesson. Other lesson materials may include an outline with definitions and basic subject matter; procedures for teacher demonstrations; classroom discussion topics or questions; classroom, laboratory, and other activities; evaluation items and answer keys; worksheets; and handouts. Units concern the nurse assistant, the client's environment, the client, safety, food service, personal care, elimination, restorative nursing, and special procedures. Appendixes include federal Medicare regulations, a reprint of Connecticut's Common Core of Learning, and a sample of a contractual agreement for Nurse Assistant Program. (YLB)

ED 306 475 CG 021 608

Blackman, Julie
Exploring the Impacts of Poverty on Battered Women Who Kill Their Abusers.
PUB DATE- Aug 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; *Crime; Criminals; *Death; Family Violence; *Personality Traits; *Poverty; *Social Differences; Victims of Crime
IDENTIFIERS- *Homicide

Most research on battered women concerns women of working class and middle class backgrounds. This study examined differences between poor and non-poor battered women and ways in which poverty mediates the experience of intimate violence. Subject data were obtained on 57 cases of battered women who killed their abusers between 1978 and 1984. Statistical tests were conducted to compare the 30 poor subjects to the 27 non-poor subjects. The results revealed that, compared to non-poor subjects, poor subjects were more likely to be non-white, undereducated, have violence in their family backgrounds, report that they killed their abuser while an attack was ongoing, and have used knives to kill their abuser. They were less likely to have been legally married to their abuser, to have used a gun to kill their abuser, and to have had expert testimony at their trials. These findings illustrate the existence of both demographic and experiential differences between the poor and the non-poor battered women who killed their abusers. In spite of the unlikely inclusion of expert testimony at trials of poor women, rates of acquittal at trial were not statistically different, possibly due to the finding that poor women used violence at a time that was easier for the jurors to understand as self-defense. (NB)

ED 306 490 CG 021 623

Nagy, Thomas F.

Boundaries of Competence: Training and Therapist Impairment.

PUB DATE- Feb 89
NOTE- 12p.; Paper presented at the Annual Meeting of the California State Psychological Association (San Francisco, CA, February 25-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Counselor Training; *Failure; Job Performance; *Psychologists; Skills

Psychologists, by the very nature of their work, are faced with practicing at the borders of their competence, for two reasons. First, they may encounter certain clients or situations for which they are only minimally prepared; and second, as human beings they are subject to the same destructive effects of untoward life events as their clients, despite a tendency to consider themselves immune. There are at least three ways of practicing outside one's areas of competence: (1) accidental--practice beyond one's competence; (2) deliberate practice beyond one's competence; and (3) failure to use community resources. Therapist impairment can be defined as compromised judgment, competence, or ability to carry out professional activities as they directly or indirectly affect others. Frequently, the cause of such impairment is a series of significant life events, as viewed by an objective observer, though the psychologist may not always be aware of the toll which has been taken. To avoid the pitfalls of practicing beyond one's area of competence, therapists should improve their diagnostic and treatment skills; refuse to accept certain clients for whom they are not well prepared to treat; know personal danger schedules and monitor one's own mental health; consult a senior colleague when in doubt; limit one's practice as necessary; belong to an ongoing professional peer group; and be current and familiar with the state-of-the art. The return on the investments of time and money in these areas is immense, including expanded professionalism, reduced risk of ethics complaints, and a higher quality of service. (ABL)

ED 306 505 CG 021 638

The Status of Substance Abuse Education in the Texas Public Schools. As Reported by the State Board of Education and the Texas Commission on Alcohol and Drug Abuse. Submitted to the Governor, Lieutenant Governor, and the Seventy-First Texas Legislature.

Texas Education Agency, Austin.; Texas State Board of Education, Austin.; Texas State Commission on Alcohol and Drug Abuse, Austin.

PUB DATE- Jan 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Drug Education; Elementary Secondary Education; *Public Schools; *Substance Abuse
IDENTIFIERS- *Texas

The Texas Education Agency, in cooperation with the Texas Commission on Alcohol and Drug Abuse, was directed by the Texas State Legislature to study the problem of substance abuse by public school students and to develop guidelines for public school districts to use in implementing substance abuse education programs. This document reports on the actions of the Texas Education Agency and the Texas Commission on Alcohol and Drug Abuse in carrying out the legislative mandate of Senate Concurrent Resolution 130. Sections on the history of alcohol and drug abuse education in Texas, implementation plans and strategies, federal guidelines for school districts, state guidelines for school districts, the role of the Texas Commission on Alcohol and Drug Abuse, the 1988 Texas School Survey on Substance Abuse, and recommendations from the Texas State Board of Education are included. The Texas Commission on Alcohol and Drug Abuse 1988 Texas School Survey on Substance Abuse interim report on drug use in schools and preliminary report on inhalants are appended. (NB)

ED 306 595 CS 211 847

Stein, Victoria
Exploring the Cognition of Reading-to-Write (Reading-to-Write Report No. 5). Technical Report No. 24.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 46p.; For the other reports in this series, see ED 285 206, CS 211 845-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Case Studies; Cognitive Processes; College English; College Students; Content Area Writing; *Critical Reading; Graduate Students; Higher Education; Prior Learning; Protocol Analysis; *Reading Writing Relationship; Student Reaction; *Writing Processes; Writing Research
IDENTIFIERS- *Academic Discourse; Reading to Write; *Writing

Strategies; Writing Tasks

This study is the fifth in a series of reports from the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. This part of the study examines the ways in which college students interpret and negotiate an assignment that calls for reading to write. Subjects, 17 freshmen and 19 junior and senior writing majors and graduate students, thought aloud from the time they began reading the instructions for the task through completion of a first draft. Results indicated that while the subjects varied in age and writing experience, their protocols shared these features: (1) students read through the instructions and source text a first time, making minimal, brief comments; (2) the students reread the text and made longer, more substantive comments; (3) students then engaged in planning their paper by making brief outlines or searching for an organizing idea; and (4) students began to write their papers, either from notes or referring back to the text, or both. (A figure is included and the Reading-to-Write study list of of references and four appendixes of data are attached.) (RS)

ED 306 713 EC 212 775

Kaufman, Martin J.
View from OSERS. Question-and-Answer Session.
PUB DATE- Jul 88
NOTE- 37p.; In: Research in Education of the Handicapped. Project Directors' Meeting (3rd, Washington, DC, July 10-12, 1988) Proceedings; see EC 212 771.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Research; Elementary Secondary Education; *Evaluation Methods; *Federal Aid; Federal Programs; Politics of Education; Postsecondary Education; Preschool Education; *Public Policy; Research Needs; Research Opportunities; Research Projects; *Research Proposals; Special Education
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

The paper describes the perspective of the Office of Special Education and Rehabilitative Services on special education research. The process for reviewing research proposals is explained, along with procedures for selecting experts in the field for creating registers of reviewers. Also discussed are the number of points allocated to different criteria in the proposal review process, the difficulty in communicating federal government intentions to researchers, budgetary concerns, continuation

proposals, and priority areas in special education research. The transcript of a question-and-answer session is appended to the paper and focuses on how research priorities are established, the balance between directed competitions and field-initiated competitions for federal grants, and ways in which feedback on proposed priorities is acquired is discussed. (JDD)

ED 306 755 EC 212 819

Baker, Betty C.; Geiger, William L.
Preparing Transition Specialists: Competencies from Thirteen Programs.
Arkansas Univ., Little Rock.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 88
NOTE- 80p.
AVAILABLE FROM- DISSEMIN/ACTION, 9618 Percussion Way, Vienna, VA 22180 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competency Based Education; Content Analysis; *Curriculum Development; *Disabilities; Federal Aid; Higher Education; *Professional Education; Program Development; *Specialists; *Transitional Programs

Thirteen programs were selected in 1987 by the Division of Personnel Preparation of the Office of Special Education and Rehabilitative Services, to develop programs for the preparation of transition personnel to work with youth with handicaps. This monograph is a compilation of the competencies for transition specialists identified by the 13 programs. The monograph was prepared to assist institutions of higher education in the development of curricula for the preparation of transition specialists, and to enhance the quality of future applications for federal support of personnel preparation programs. In preparing the monograph, over 600 competencies were identified from the 13 programs. Content analysis was used to aggregate competencies under 14 major headings: philosophical and historical considerations; transitional concerns; professionalism; advocacy; knowledge of agencies; knowledge of systems change; legal aspects of transition; working with others (communication, consultation, interdisciplinary teamwork, parents); development and management of individualized plans; planning and organizing instruction; assessment, delivery, and evaluation of instruction for community living; assessment, delivery, and evaluation of job training; administrative functions; and research. Within the 14 major headings, the 636 separate competencies are listed. Appendices include an analysis of emphases and agreement among the 13 programs, and abstracts of the 13 programs. (JDD)

ED 306 361 CE 052 259

Vocational Education and JTPA. Partners in Opportunity.
Maine State Council on Vocational Education, Hallowell.
PUB DATE- 31 Mar 89
NOTE- 52p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); Federal Legislation; *Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Implementation; Program Improvement; Secondary Education; *State Federal Aid; *State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; *Maine

This document reports results of a survey of vocational schools and Job Training Partnership Act (JTPA) agencies in Maine conducted by a mailed questionnaire and site visits. Sixty-eight percent of the vocational schools and 65 percent of the JTPA agencies returned the surveys. The report presents an overview of vocational education and JTPA programs in the state, summarizing the various programs funded through the Carl D. Perkins Vocational Education Act and the JTPA. Commendations of six programs and recommendations for changes on the national, state, and local levels resulting from the study are provided. The appendix includes both of the survey instruments and summaries of the results. (KC)

ED 306 391 CE 052 332

Introduction to Heating, Ventilation and Air Conditioning (HVAC). Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 224p.; For related documents, see ED 301 716-722 and CE 052 333. Document contains colored paper.

AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.45: $20.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Building Trades; Classroom Techniques; Construction (Process); Course Content; *Entry Workers; *Heating; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods; Test Items; Trade and Industrial Education; Units of Study; *Ventilation
IDENTIFIERS- Oklahoma

This module on introductory heating, ventilating, and air conditioning (HVAC) is one of a series of modules designed to teach basic skills necessary for entry-level employment in this field. The module contains four instructional units that cover the following topics: (1) HVAC materials; (2) HVAC tools; (3) HVAC layout; and (4) HVAC basic skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes, and are designed for use in more than one lesson or class period. A competency profile for evaluating trainees is included. (KC)

ED 306 420 CE 052 386

Goss-Caldwell, Elsie
Plain Talk on Taxes. A Curriculum about Taxes. Understanding Tax Reform: Responsibilities and Advantages.
Center for Literacy, Inc., Philadelphia, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 88
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Definitions; Federal Government; Finance Reform; High School Equivalency Programs; *Income; Learning Activities; *Literacy Education; State Government; *Taxes; Units of Study
IDENTIFIERS- 310 Project; *Internal Revenue Service

This manual was developed to help low-reading-level adults understand how the tax system works. It is not intended to teach them how to prepare their own taxes, but to be more familiar with the tax system and what is required of them. The manual is organized in 10 chapters that cover the following material: introduction to taxes; who files and who does not; working under the table versus formal employment; how the Internal Revenue Service defines an employee; types and sources of income; how income is reported; tax forms; making a mistake; state taxes; and choosing a tax preparer. Each chapter contains information followed by a quiz consisting of vocabulary, comprehension, and discussion. An answer key and glossary are included in the manual. Appendixes contain further information for teachers and tutors, sample tax forms, a list of Internal Revenue Service offices, and a list of eight reference sources. (KC)

ED 306 448 CE 052 424

Making the Link. Coordinating Economic Development and Employment and Training. State Governments. Regional Councils. Local Economic Development Agencies.

National Alliance of Business, Inc., Washington, D.C.; National Association of Regional Councils, Washington, DC.; National Association of State Development Agencies, Washington, DC.; National Council for Urban Economic Development, Washington, DC.

SPONS. AGENCY- Economic Development Administration (DOC), Washington, D.C.

REPORT NO.- ISBN-0-88713-647-8; ISBN-0-88713-650-8; ISBN-0-88713-664-8; ISBN-0-88713-678-8

PUB DATE- 86

NOTE- 146p.

AVAILABLE FROM- National Alliance of Business, 1201 New York Avenue, NW, Suite 700, Washington, DC 20005 (Catalog No. R002780, set of three, $19.95 plus $1.50 postage and handling; 10 or more sets, $17.95 each; Catalog No. R002963, Overview only, free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; Agency Cooperation; Career Education; Cooperative Programs; *Coordination; *Economic Development; *Employment Programs; Job Development; *Job Training; Labor Force Development; Regional Cooperation; *Regional Planning; Regional Programs; School Districts; *State Government; State Programs; Statewide Planning

This document consists of three closely related reports, dealing with "State Governments", "Regional Councils", and "Local Econcomic Development Agencies", respectively, together with a fourth document, a preceding overview. These documents draw from results of a project to identify successful approaches to coordinating economic development and employment and training programs and to assist agencies that want to initiate coordination efforts. Three complementary reports describe how local economic development agencies, regional councils, and state governments can link the functions of economic development and human development, how the responsibilities and resources of the different levels of government can blend effectively, and how the public and private sectors can collaborate to meet both the needs of business and the needs of individuals. The first of these three reports describes how some state governments have successfully linked their employment and training and economic development programs. Lessons are drawn from nine case studies for other states that want to undertake similar efforts. A list of contact persons and 21 references are included. The second report, on regional councils, provides case studies to illustrate the approaches taken by councils in Virginia and Kentucky in playing a catalytic role in promoting public/private partnerships and developing more effective means for working with business. The third report, on local economic development agencies, describes types of linkages, illustrates through case studies the issues in the establishment of linkages at the local level, and offers recommendations for properly structuring linkages. (YLB)

ED 306 520 CG 021 653

Dreitlein, Raymond P.
The Dynamics of Burnout for the Alcohologist.

PUB DATE- Apr 88
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Alcoholism (Arlington, VA, April 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Burnout; Client Characteristics (Human Services); Counselor Characteristics; *Counselors; Models; *Rehabilitation Counseling

Professional alcohol workers (alcohologists) are an essential part of the health care system in their efforts to deliver services to the alcohol abuser. Since alcohologists are involved in a high human-contact stress occupation they can be subject to burnout. Alcohologist burnout reflects a stress model in the following areas: (1) in the institutional area the alcoholic is offered fragmentary service, limited continuity of care, severely lacking specialized services, unrealistic outcomes, and conflicting objectives; (2) in the area of others, the recovering alcoholic involves contact-at-crisis point with extreme dependent need with the most complicated disease affecting a person at all levels; and (3) in regard to the self, a continual assessment of who one is and one's relationship with others, institutions, and a power greater than self. Alcohologists can and will go through burnout. For alcohologists the phases of the burnout model include: loss of personal center; negative attitude; omnipotence; and fragmentation. Burnout is a natural path of growth for alcohologists. An awareness and understanding of the positive dynamics of burnout can provide the space, nurturance, and enriching agents necessary to navigate through the process. An experience of the positive dynamics of burnout can allow alcohologists to gain a deeper sense of themselves. Attitudinal and procedural factors can effect an alcohologist's working through the burnout condition. (ABL)

ED 306 666 EA 020 912

Allison, Patricia A.; Allison, Derek J.
Playing PACman: Principal Assessment Centres as an Addictive Innovation.
PUB DATE- Mar 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; *Assessment Centers (Personnel); Elementary Secondary Education; Foreign Countries; *Job Performance; Personnel Evaluation; *Principals; *School Administration
IDENTIFIERS- *Ontario; *Principal Assessment Centers

This paper considers the nature of the Principal Assessment Center (PAC) innovation, discusses probable reasons for its popularity, and offers a few reflections on some implications of the success of this innovation. The first section considers the origin and nature of principal assessment centers and describes the model used by the Educational Leadership Center. The second section explores some of the possible reasons for the popularity of PACs. In the third and final section, the implications of sponsoring an innovation that may be "addictive" are considered. Appended is a table on skill dimensions considered in the PAC and 22 references. (Author/SI)

ED 306 682 EA 020 949

Basham, Vicki; Lunenburg, Fred C.
Strategic Planning, Student Achievement and School District Financial and Demographic Factors.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Dropout Rate; Educational Development; *Educational Finance; *Educational Planning; Elementary Secondary Education; *Financial Support; Language Arts; Mathematics; Reading; School Demography; *School Districts; Standardized Tests; Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- *Kentucky; *Strategic Planning

This study examined relationships among three sets of variables: strategic planning in school districts; school district achievement in reading, language arts, and mathematics; and school district financial and demographic factors. Ten financial and demographic factors are investigated: (1) current expenses; (2) pupil-teacher ratios; (3) costs of instruction; (4) dropout rates; (5) percentages of Local Education Agency supplement for instructional salaries; (6) percents of economically deprived students; (7) local financial indexes; (8) attendance rates; (9) assessed property values per child; and (10) percentages of revenue from local sources. All 178 public schools in Kentucky were asked to participate in the study, and 127 usable responses were returned. The most striking finding to emerge was the moderately strong relationship between school district performance on standardized achievement tests and most of the demographic and financial factors. Appended are 27 references, a strategic planning model, and 3 tables of strategic planning correlations. (SI)

ED 306 699 EA 020 999

Sherman, Joel D.

Strategies for Financing State Dropout Programs. Youth At Risk.
Education Commission of the States, Denver, Colo.

PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300 1860 Lincoln Street, Denver CO 80295 (Stock No. AR-87-2; $7.50 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropout Rate; Dropout Research; Educational Finance; Elementary Secondary Education; *High Risk Students

This paper, the second in an Education Commission of the States (ECS) series, focuses on the planning and financing of dropout prevention programs. Designed as a resource guide, the paper consists of three parts. The first section presents questions asked by policymakers, discusses the process of determining the resources required, and suggests actions to take to ensure a match between programmatic requirements and funding strategies. The second section briefly reviews the range of programs and activities that many states are currently funding to meet the needs of dropouts. The last section draws on recent research and current practice to suggest some approaches that might be used to fund dropout prevention and recovery programs. (SI)

ED 306 741 EC 212 805

Discoveries: Fiction for Intermediate School Years.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

REPORT NO.- ISBN-0-8444-0531-0
PUB DATE- 86
NOTE- 100p.; For related documents, see EC 212 803-806.
AVAILABLE FROM- Discoveries, CMLS, P.O. Box 3022, Tampa, FL 33630 (free matter for blind or handicapped).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Audiodisks; *Audiotape Cassettes; *Blindness; Books; *Braille; *Childrens Literature; Fiction; Intermediate Grades; *Physical Disabilities; Preadolescents; Talking Books; Visual Impairments

This bibliography of selected fiction books is designed to reinforce creative growth, expand experience, and promote understanding and personal development for visually or physically disabled students between grade 4 and grade 6. All the books listed are available on disc, on cassette, or in braille in network library collections provided by the National Library Service for the Blind and Physically Handicapped of the Library of Congress. The list is divided into 17 sections: fairy tales and folklore; friendship; family life; poetry and music; tales of mystery; adventure stories; fantasy and science fiction; sports, pets, and amusements; frontier and pioneer life; historical fiction; short stories; humor; winter readings; spring readings; summer readings; autumn readings; and special days of celebration. Each entry contains a brief description of the story, an indication of reading level, and a publication date. The guide also contains descriptions of other bibliographies which list materials for individuals with visual impairments. An author-title index and an order form complete the volume. (JDD)

ED 306 535 CS 009 632

Oakhill, Jane; Garnham, Alan
Becoming a Skilled Reader.
REPORT NO.- ISBN-0-631-15244-X
PUB DATE- 88
NOTE- 206p.
AVAILABLE FROM- Basil Blackwell, 432 Park Ave. South, Suite 1503, New York, NY 10016 ($45.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Comparative Analysis; Elementary Education; Language Acquisition; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Processes; *Reading Research; Reading Skills; Skill Development
IDENTIFIERS- *Reading Fluency; Text Factors

Providing a summary of the psychological research on children's reading comprehension, this book explores the psychology of the reading process by concentrating on the development of reading comprehension skills. The book analyzes both the skills of fluent adult readers and the development of children's language from the age of five, when most children are starting to read. Against this background psychological research into the way children understand text is surveyed, and the differences between good and poor comprehenders are discussed. The book concludes with a chapter on the educational implications of this research, which discusses how comprehension problems can be identified and how professional aids, training, and remediation can help. (MM)

ED 306 551 CS 009 649

Bahr, Damon L.; Black, Harvey

The Relationship between Reading Using Full Graphemic Cues and Spelling.

PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 5; Intermediate Grades; Oral Reading; *Phoneme Grapheme Correspondence; *Reading Comprehension; Reading Research; *Spelling; Structural Analysis (Linguistics)

To examine the relationship between spelling and reading using full graphemic cues, a study administered tests of oral reading, verbal IQ, reading comprehension, knowledge of letter-sound correspondences, and spelling achievement to 47 fifth-grade students. In addition, data was collected relative to gender and time spent reading outside the classroom. Analysis of the relationship among these variables was performed using structural analysis. Several hypothetical structural models were tested for "goodness of fit." Time spent reading out of class was found to have little relationship with any of the other variables, and no significant differences were found relative to these variables with respect to gender. The best fit model suggested that spelling achievement results from knowledge of letter-sound correspondences, which in turn results from verbal IQ and the extent to which reading is carried on using full graphemic cues. Verbal IQ also heavily determined the full graphemic cues tendency and reading comprehension. (One table of data, one figure, and 17 references are attached.) (MM)

ED 306 566 CS 211 417

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Questions Booklet. June 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 88

NOTE- 21p.; For the accompanying readings booklet, see CS 211 416; for part A, see CS 211 415. For January 1988 edition, see ED 293 129.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; Graduation Requirements; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta; *English Examinations

Intended for students taking the English 33 Grade 12 Diploma Examinations in Alberta, Canada, this booklet contains the 70 multiple choice questions related to the nine selections in the readings booklet of Part B, the reading component of the June 1988 tests. The questions examine students' skills in: (1) understanding meanings; (2) understanding and interpreting the relationships between form and content; (3) understanding and interpreting human experience and values as expressed through literature; and (4) finding and using information for a particular purpose. Duration of the examination is 2 hours. (MM)

ED 306 581 CS 211 819

McAlexander, Patricia J.
Seeking the Source of Spelling Problems: A Teacher's Profile of Underachieving Spellers.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Diagnosis; Higher Education; Learning Disabilities; Remedial Instruction; *Spelling; Writing Skills
IDENTIFIERS- Spelling Patterns

Although clinical testing is necessary for a final diagnosis of learning disabilities, spelling errors can serve as one of the major "red flags" to warn teachers of the possibility of their existence. Two steps that teachers can take to help poor spellers are: (1) determining the specific type of spelling weakness in light of the common "routes" to correct spelling (visual, auditory, rule, semantic, and morphological); and (2) informally classifying misspellings as typical or unusual. Brief case studies of three poor spellers illustrate how, with support and instruction in spelling, well-motivated poor spellers can often learn to cope with their deficiencies. (Writing samples from the three students are appended.) (RS)

ED 306 639 EA 020 797

Ladd, Helen F.; Wilson, Julie Boatright
Who Supports Tax Limitations: Evidence from Massachusetts' Proposition 2 1/2.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
NOTE- 33p.; Part of a larger study receiving supplemental funds from the Lincoln Institute of Land Policy, Cambridge, MA. For related documents, see EA 020 795-798.
GRANT- NIE-G-81-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Attitudes; *Community Characteristics; Community Support; Educational Finance; Elementary Secondary Education; Heads of Households; *Property Taxes; Public Policy; School Support; *Surveys; Tables (Data); Tax Allocation; *Tax Effort; Tax Rates
IDENTIFIERS- *Massachusetts; *Proposition Two and One Half (Massachusetts)

This paper focuses on the characteristics of Massachusetts voters who support Proposition 2 1/2, a stringent property tax limitation measure. Section I uses cross-tabular analysis to examine variations in support for the tax limitation measure across a number of demographic, household, and municipal characteristics, as well as attitudinal dimensions. Section II employs multivariate analysis to assess the impact of each of these characteristics on voting behavior, controlling for all other variables. The final section summarizes the Massachusetts findings and compares them to the results of tax limitation studies in California and Michigan. Overall, this study clearly indicated that household heads voted in their apparent economic self-interest and that community characteristics influenced the vote. Appended are four references and information concerning the statistical significance of percentage differences. (SI)

Gathercoal, Forrest
Judicious Discipline.
REPORT NO.- ISBN-0-911168-71-0
PUB DATE- 87
NOTE- 97p.
AVAILABLE FROM- Prakken Publications, 416 Longshore Drive, P.O. Box 8623, Ann Arbor, MI 48107 ($9.95; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Civil Liberties; *Classroom Techniques; *Codes of Ethics; *Democratic Values; *Discipline Policy; Elementary Secondary Education; Policy Formation; *Student Rights
IDENTIFIERS- *Bill of Rights

By allowing students the opportunity to experience individual freedoms and encouraging them to learn and practice the responsibilities emanating from their individual rights, educators are teaching students how to govern themeslves. "Judicious Discipline" offers a perspective for school rules and decisions based on the Bill of Rights and this time-tested concept of classroom equanimity. This book introduces a simple, logical, and legal approach to classroom management. Part I briefly reviews the historical background and constitutional law applicable to public education and a structure for implementing rules and decisions. Part II develops a framework of school rules and consequences designed to teach students how to function well in a participatory society--a contradiction to the autocratic environment of most American homes and many schools. Part III offers implementation strategies and techniques, along with suggestions for change regarding attendance, grading practices, punishments, property loss and damage, speech and expression, tobacco use, search and seizure, and other issues. Part IV treats the ethics of classroom discipline and provides lists of positive ethical practices, along with those to avoid. A brief, semiannotated bibliography of legal references is appended. (MLH)

ED 306 377 CE 052 315

Parenting and Child Development. Vocational Home Economics Education.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 88
NOTE- 163p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Child Development; Competency Based Education; Course Content; *Family Relationship; Occupational Home Economics; *Parenthood Education; *Parenting Skills; Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Texas

This curriculum guide, developed for use in secondary vocational home economics education in Texas, is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in each guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Key points for discussion and review and critical questions are highlighted. The five units of the guide cover the following topics: the decision to be a parent; child development; family relationships and child development; special parenting needs; and career options and adjustments. (KC)

ED 306 435 CE 052 408

Mageean, Pauline
Overcoming Distance: Isolated Rural Women's Access to TAFE across Australia.
TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO.- ISBN-0-86397-380-9
PUB DATE- 88
NOTE- 95p.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Adult Vocational Education; Foreign Countries; Postsecondary Education; *Rural Education; *Rural Environment; Rural Population; Socioeconomic Background; *Womens Education
IDENTIFIERS- *Aboriginal People; Australia

The recommendations made regarding technical and further education (TAFE) courses and isolated rural Australian women were based on information from a network of people involved in or interested in educating isolated rural women (187 responses); isolated rural women themselves (12 group interviews); and a literature search. The recommendations covered these areas: (1) rural women's access to TAFE courses; (2) the educational needs of isolated rural women; (3) ways in which rural women's access to TAFE can be facilitated; (4) the educational needs of special groups of rural women; and (5) rural Aboriginal women and TAFE. Among the recommendations were the following: (1) provide care for students' children; (2) allow rural women extra time to apply for programs; (3) use self-paced learning and offer a wide choice of electives; (4) offer training in a wide variety of traditional and nontraditional areas; (5) foster contact among isolated women; (6) take the courses to students; (7) provide written information to staff about the backgrounds of and issues important to special groups of rural women; and (8) encourage Aboriginal women to lecture in every stage of courses run for Aboriginal women. (Study methodology and group interview guide are provided in attachments.) (CML)

Maddox, E. Nick; And Others
Managerial and Organizational Career Development: An Annotated Bibliography.
Career Planning and Adult Development Network, San Jose, CA.
PUB DATE- 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; *Career Development; *Management Development; Organizations (Groups); Professional Development

This annotated bibliography is an extension of an earlier work published in the "Career Planning and Adult Development Journal" in 1983. It represents a cross-sectional look at the expanding field of career development as it relates to organizational behavior and human resource management disciplines and practice. Citations are included of 295 articles published in the past 10 years that relate to the area of career development. Citations are numbered and arranged alphabetically by author's last name and contain complete bibliographic information and a brief annotation. Although the bibliography is not divided into sections, a subject index at the conclusion of the journal refers readers to citation numbers listed under a variety of topics, including career development research studies, career management, career planning/programing, career transition, dual careerism, employee counseling, family-work interface, job satisfaction, mentoring, organizational commitment and turnover, organizational entry and socialization, outplacement, retirement, women and careers, and work stress and burnout. The 19 questionnaires which appear in the bibliography are listed by instrument name and citation number in the subject index under the heading "Questionnaires/Instruments." (NB)

ED 306 610 CS 506 605

Cakmak, Sibel

Snapshots from a Teacher's Inquiry into Foreign Worlds: A Case Study.

PUB DATE- 89
NOTE- 37p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Communication; English (Second Language); Foreign Students; Grade 1; Interviews; *Naturalistic Observation; *Non English Speaking; Primary Education; *Qualitative Research; Reading Instruction; Teacher Role; Teaching Methods; Writing Instruction
IDENTIFIERS- Teacher Researcher Cooperation

An investigation is presented of a regular classroom teacher's socio-psycho-linguistic experiences with the non-English speaking children in her classroom. Audiotaped interviews were conducted with Mrs. Walters (pseudonym), a first grade teacher with a large number of foreign students in her classroom. In addition to interviewing the teacher, the study conducted classroom observations and used descriptive and reflexive journals describing the interviews, formal observations, joint debriefing (a meeting between the researcher and teacher), and memberchecks (formal and informal feedback from the teacher). After transcribing each interview, the researcher categorized the information by imposing headings guided by the memberchecks. Categories included: (1) "Teacher as a Role Model for Cultural Diversity"; (2) "Familiar but Foreign"; (3) "Snapshots from Three Non-English-Speaking Foreign Students"; (4) "Inquiry into Reading"; (5) "Understanding Goal-Orientedness"; and (6) "The Foreign Parents." After interviews, observations, and joint debriefing were completed, the researcher organized and compiled the information, imposed a narrative structure on the explanations under each category, and wrote an integrated story that reflected the teacher's construction. Credibility was established through persistent observation, intensive interviewing, joint debriefing, and memberchecks. (MM)

ED 306 625 CS 506 646

Prentice, Diana

Bridging the Republican Gender Gap: Elizabeth Dole Speaks to and about Women.

PUB DATE- 15 Apr 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, MO, April 13-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; *Females; Identification; *Persuasive Discourse; Political Candidates; *Presidential Campaigns (United States); *Sex Differences; Voting
IDENTIFIERS- *Dole (Elizabeth); *Republican Party; Rhetorical Strategies; Voting Behavior

The 1988 presidential race was predicted to be one in which women voters would determine the winner. In most polls taken prior to the nominating conventions, George Bush trailed Michael Dukakis and much of the difference was attributable to women voters. At the Republican convention in August, Republicans began a well-orchestrated effort to create a new image for George Bush that would appeal to women as well as to the other constituencies he needed to attract for victory in November. Elizabeth Dole, the convention's temporary chair, incorporated elements of the strategy into her speech on opening night. Dole's use of identification strategies enabled her to present Bush as the candidate better able to protect the economic well-being of women who were part of the work force either by choice or necessity as well as to preserve and protect traditional family values. (Author)

ED 306 714 EC 212 776

Doyle, Robert J.; LaGrasta, Thomas M.
A Policy for Systemwide Implementation of the "Regular Education Initiative."
Sharon Public Schools, Mass.
PUB DATE- Sep 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Educational Diagnosis; *Educational Strategies; Elementary Secondary Education; *Grouping (Instructional Purposes); Homogeneous Grouping; *Individualized Instruction; Instructional Improvement; *Mainstreaming; *Regular and Special Education Relationship; Student Evaluation; *Student Placement; Teacher Effectiveness; Teacher Role; Teaching Methods

This policy statement developed on behalf of the Sharon (Massachusetts) public school system focuses on the need to decrease referrals for special education services, provide support to regular classroom teachers to adapt instruction for all students, and improve the effectiveness of the supplementary instruction provided to students with learning problems. Based on a commitment to the philosophy of equity in educational opportunities, 14 action steps are outlined. Among them are the following: use of pull-out programs as a last appropriate practice only after other options have proved ineffective; revision of the principal's role to include responsibility for all the students in his or her school; revision of job descriptions for special education and other specialists to include responsibility for working in regular classroom settings; development and implementation of a Student Support Team to receive student referrals and make intervention recommendations; expanded job description for the reading specialist; increased use of peer tutoring and cooperative learning practices; and conduct a study to determine the efficacy of alternatives to homogeneous grouping practices in grades 6, 7, and 8. References and a 3-year plan outlining the time frame for task accomplishments conclude the document. (JW)

ED 306 728 EC 212 792

Baumgart, Diane; Perino, Daniel M.
Vocational Assessment in the School Setting: A Curriculum Based Model. Secondary Transition and Employment Project: STEP.
Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 220p.; For related documents, see EC 212 791-801. Most of the appendices are printed on colored paper.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Education; Curriculum Development; *Disabilities; *Education Work Relationship; Evaluation Methods; Informal Assessment; Rural Education; Secondary Education; Student Evaluation; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- *Curriculum Based Assessment

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, describes a rationale and model for implementing secondary/vocational assessment of students with disabilities that is integrated with curriculum and transition strategies. Assessment and curricular strategies are particularly intended for students in rural and sparsely populated areas and can be implemented at both the junior and senior high levels. The manual aids in the review of current vocational assessment strategies being used, the review of forms and procedures used in the curriculum, and the implementation of a longitudinal curriculum-based informal assessment process. Stressed throughout is the importance of assessment being continuous and longitudinal, beginning well before graduation, interacting with the curriculum, being criterion-referenced, and relying on direct observation and data. Specific curriculum phases are linked with specific assessment levels as follows: Phase I--Career exploration and assessment of functional skills; Phase II--Work exploration and assessment of career and vocational interests; and Phase III--Career focus and assessment of career and job employability. The major portion of the document consists of the appendix which contains an overview of the vocational assessment procedures as well as forms used at each of the assessment levels. (DB)

ED 306 362 CE 052 266

Duckett, Jasmin M.
MOICC C.I.D.S. Survey Report.
Maryland State Occupational Information Coordinating Committee, Baltimore.
PUB DATE- Jan 89
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Delivery Systems; Information Networks; *Information Services; *Information Systems; Information Utilization; *Occupational Information; Postsecondary Education; Program Improvement; Secondary Education; State Programs
IDENTIFIERS- *Career Information Systems; *Maryland

The Maryland study of the Career Information Delivery System (CIDS) was conducted to review computerized information delivery systems. The study also sought to assess the Information Network for Occupational Resources (INFORM) system, in terms of user satisfaction. The review process started in September 1988, at which time 320 current INFORM users were surveyed. Since that time, a review of literature, contact with 57 other state occupational information coordinating committees (SOICCs), a series of vendor presentations, and the use of demonstration software packages have taken place. The study found a high level of dissatisfaction with the current INFORM microfiche system, but a high degree of support for a microcomputer INFORM system. Students and counselors are using the current systems, but wish to improve them. The study concluded that Maryland should use a computerized CIDS; that the CIDS should be enhanced to include regional data; that data on Maryland occupations, high schools, colleges, trade schools, and financial aid sources should be incorporated into the system; that CIDS should be state supported; and that it should be available in a variety of equipment formats. (Appendices include survey and system evaluation forms, site visit reports, and the Association of Computer-Based Systems for Career Information's standards for career information systems.) (KC)

ED 306 407 CE 052 370

Foldesy, Eunice; Carpenter, John

Causal Analysis of Reduced Occupational Education Enrollments and Course Offerings.

Nevada Univ., Reno. Research and Educational Planning Center.

SPONS. AGENCY- Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Dec 88
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Declining Enrollment; *Enrollment Influences; Enrollment Trends; *Parent Attitudes; Secondary Education; *Student Attitudes; *Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Nevada

A study was conducted to determine the causes contributing to the decline in occupational education enrollments and course offerings in Washoe County, Clark County, and Carson City School Districts in Nevada. Mailed or personally administered surveys were given to a sample of 1,454 high-school students from the school districts.

Responses were received from 1,438 of the students, and from 331 parents, 154 teachers, and at least one administrator in each school (a total of 29). Some of the extensive findings were as follows: (1) both parents and students have a generally positive attitude toward vocational education and vocational students; (2) students cited interest in vocational classes as the strongest motivating factor in their enrollment; (3) parents felt that some vocational education would provide everyday or job skills for their children; (4) the majority of parents felt that vocational education was fulfilling its purpose adequately or better; and (5) teachers and administrators reported more positive than negative factors influencing vocational education. Recommendations were made to make vocational education more accessible to students and to market vocational education to students and parents. (This document contains 34 tables, as well as the survey forms and summaries of responses.) (KC)

ED 306 463 CE 052 453

Revising and Updating the Plant Science Components of the Connecticut Vocational Agriculture Curriculum.

Connecticut Univ., Storrs. Dept. of Educational Leadership.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 88
NOTE- 250p.; Plant science units printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; *Agronomy; Behavioral Objectives; Botany; Business Administration; Design; Fertilizers; *Greenhouses; *Horticulture; Job Skills; Landscaping; Learning Activities; Marketing; Nurseries (Horticulture); Nursery Workers (Horticulture); Pests; Plant Growth; Plant Identification; Plant Pathology; Plant Propagation; Secondary Education; Soil Science; State Curriculum Guides; Turf Management; *Vocational Education

This curriculum guide provides the plant science components of the vocational agriculture curriculum for Regional Vocational Agriculture Centers. The curriculum is divided into exploratory units for students in the 9th and 10th grades and specialized units for students in grades 11 and 12. The five exploratory units are: agricultural pest control; care and management of a vegetable garden; greenhouse business management; soils and fertilizer; and plant anatomy, physiology, and classification. production and marketing; floral design; fruit production; greenhouse crop production and marketing; greenhouse structures; interior landscaping; landscape construction; landscape design; landscape maintenance; nursery management; operation and care of horticultural equipment; perennial plant identification, production, and marketing; plant nutrition; plant propagation; retail flower shop management; turf management; vegetable producing and marketing; beekeeping; plant tissue culture; and hydroponic culture. Each unit contains these components: length (time); objectives; related job titles and relevant competencies; content outline; teacher and student activities; evaluation suggestions; bibliography; and individual teacher unit review. Validated competency lists and job descriptions for relevant job titles are appended. (YLB)

ED 306 491 CG 021 624

Malone, Harry Nevin
The Relationship between Traits of Creativity and Physical Activity in the Elderly.
PUB DATE- 89
NOTE- 123p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Creativity; *Older Adults; *Personality Traits; *Physical Activity Level

The purpose of this study was to determine if a relationship exists between traits of creativity in the elderly and their level of physical activity. Another purpose was to determine if there was a relationship between traits of creativity focusing on arousal, sensation-seeking, and playfulness and activity. The study used an ex post facto research design to assess traits and level of activity in 42 subjects at the Upper Arlington, Ohio, Senior Center. The traits inventory used a Likert scale for 100 questions and the activity level was by self-report. A subset of 26 questions addressed the arousal traits. Results indicated a positive correlation between creativity and physical activity. It was considered unlikely that the correlation occurred by chance. Elderly subjects who scored high on traits of creativity tended to be more physically active and chose the out-of-doors for their arena more often than did those who were less physically active. The same outdoor-active elderly also scored higher on traits dealing with sensation-seeking and arousal than did those in the group who were not as active. (Author/ABL)

ED 306 506 CG 021 639

Education for Career Development Project. December 1985-November 1988. Final Report.
Appalachia Educational Lab., Charleston, W. Va.; Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 74p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Career Development; *Career Guidance; Delivery Systems; *Inservice Education; *Research and Development; School Guidance; Secondary Education

This document presents the final report on the Education for Career Development program, a 3-year project developed by the Appalachia Educational Laboratory and Virginia Tech. A project overview describes how the program used counselor education/teacher education/administrator education as a preservice approach for developing attitudes, knowledge, and skills in counselors, teachers, and administrators. It notes that the training focused on maximizing school personnel's career guidance efforts on behalf of the secondary school students they would serve, and that the overriding goal of the project was to refocus preservice education programs upon developing a coordinated role for the delivery of career guidance information and services to students. The project is described as focusing on developing a model career development center; experiences and materials to be included in teacher, counselor, and administrator courses; and collaborative activities to enhance understanding and working relationships among the three groups. It is concluded that these project goals were accomplished during a 3-year period with an end product of project information available for dissemination to other institutions. A section on project development chronicles activities which took place in each of the 3 years of the project. A list of advisory committee members, sample letters to publishers and a project overview, a list of competencies, and the script for a slide/tape presentation and related project materials are appended. (NB)

ED 306 596 CS 211 848

Stein, Victoria
Elaboration: Using What You Know (Reading-to-Write Report No. 6). Technical Report No. 25.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 31p.; For the other reports in this series, see ED 285 206, CS 211 845-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Reading; *Freshman Composition; Higher Education; *Prior Learning; Protocol Analysis; *Reading Writing Relationship; Student Reaction; *Writing Processes; Writing Research
IDENTIFIERS- *Elaboration; Reading to Write

This study is the sixth in a series of reports from the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. This report provides an in-depth look at how students use elaboration (bringing prior knowledge to a task), how much value elaborative material adds, and how the material generated via elaboration during reading affects the essays students write. Subjects, 17 college freshmen enrolled in a freshman composition course, wrote an essay about time management, had their think-aloud protocols recorded, and were interviewed. Results indicated that the subjects elaborated abundantly as they read, selecting or discarding source text ideas, forging connections between previously disparate concepts, and creating hierarchies of importance. Results also indicated that while elaborative material in the form of ideas and examples rarely transferred directly into the students' own texts, elaboration had an important indirect influence, shaping the content and structure of the essays in a number of ways. (The Reading-to-Write study reference list is attached.) (RS)

ED 306 667 EA 020 914

Ginn, Linda W.
Women in Public School Administration: An Annotated Topical Bibliography.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrators; Annotated Bibliographies; Elementary Secondary Education; *Females; *Public Schools; *Women Faculty

Entries in this annotated bibliography on women in public school administration are grouped according to the following topics: (1) historical perspectives; (2) barriers, constraints, and socialization factors that have kept women out of public school administration; (3) strategies and programs to promote women in school administration; (4) career patterns/developmental stages; (5) leadership styles/traits/theories; (6) equity issues; (7) legal issues; (8) research/literature reviews; (9) related literature; (10) statistics; (11) collections; (12) bibliographies; and (13) future directions. (SI)

ED 306 742 EC 212 806

Discoveries: Fiction for Young Teens.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

REPORT NO.- ISBN-0-8444-0532-9
PUB DATE- 86
NOTE- 118p.; For related documents, see EC 212 803-805.
AVAILABLE FROM- Discoveries, CMLS, P.O. Box 3022, Tampa, FL 33630 (free matter for blind or handicapped).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Audiodisks; *Audiotape Cassettes; *Blindness; Books; *Braille; Childrens Literature; Fiction; Junior High Schools; *Physical Disabilities; Talking Books; Visual Impairments

This bibliography lists selected fiction books for the enjoyment of visually or physically disabled sixth through ninth graders. The books extend the literary experience of young teens, while allowing them to glimpse life as it is lived by others and find greater understanding of themselves. The bibliography lists books available on disc, on cassette, and in braille in network library collections provided by the National Library Service for the Blind and Physically Handicapped of the Library of Congress. The books are categorized into 17 sections: fantasy and folklore; family life; friends and school; fitting in; poetry and music; historical fiction; frontier and pioneer life; romance; humor; short stories; tales of mystery; adventure; science fiction; sports, pets, and amusements; winter readings; spring and summer readings; and autumn readings. Each entry contains a brief description of the story, an indication of reading level, and a publication date. The guide also contains descriptions of other bibliographies which list materials for individuals with visual impairments. An author-title index and an order form complete the volume. (JDD)

ED 306 756 EC 212 820

Whitson, Catherine C.; Preissing, Peggy
Developing Transition Programs: A Guide for Administrators and Teachers. Project RESPECT: A Rural Vocational Training Model.

Metro Industries, Inc., Lexington, KY.
SPONS. AGENCY- Office of Special Education and Rehabilitative *Services (ED), Washington, DC.*
PUB DATE- 87
NOTE- 73p.; Contains black print on gray paper.
GRANT- G008402245
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; Coordination; Delivery Systems; Education Work Relationship; Job Training; Management Teams; *Mental Retardation; *Program Development; Program Implementation; Secondary Education; *Teamwork; *Transitional Programs; *Vocational Education

IDENTIFIERS- Kentucky

This guide reflects the theories developed by Project RESPECT during 3 years of planning, implementing, and evaluating eight transition programs in central Kentucky. Project RESPECT sought to address the problems of vocational training for mentally handicapped secondary students and the coordination of services between secondary education and postsecondary rehabilitation. Project RESPECT's vocational training program combines classroom training and school-based vocational exploration with community-based occupational skills training. The problem of "linkages" or interagency coordination was attacked by forming three separate transition teams: administrative, mid-management, and direct service. These three teams are known as the Advisory Committee, the Coordinating Committee, and the Implementing Committee. This guide does not present a step-by-step process for program development but outlines key elements essential to successful transition programming. Section I of the guide, "Planning and Developing a Vocational Training and Transition Program," covers development of effective transition teams and activities that transition teams should undertake. Section II, covering program implementation, focuses on the individual transition plan, the vocational training program, and the transitional training program. Section III contains blank forms to assist in program development. (JDD)

ED 306 392 CE 052 333

Introduction to Insulation. Introduction to Construction Series. Instructor Edition.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 89
NOTE- 86p.; For related documents, see ED 301 716-722 and CE 052 332. Document contains colored paper.
AVAILABLE FROM- Associated General Contractors of America, Manpower and Training Services, 1957 E Street, NW, Washington, DC 20006 (Order No. 66.55: $20.00).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; Classroom Techniques; *Construction (Process); Course Content; *Entry Workers; *Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; *Structural Elements (Construction); Teaching Methods; Test Items; Trade and Industrial Education; Units of Study
IDENTIFIERS- *Insulation; Oklahoma

This module on introductory insulation is one of a series of modules designed to teach basic skills necessary for entry-level employment in this field. The instructor's guide contains three instructional units that cover the following topics: (1) insulation materials; (2) insulation tools; and (3) insulation layout and basic skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. A competency profile for evaluating trainees is included. (KC)

ED 306 421 CE 052 392

Decoteau, J. Patrick
Up the Down Staircase: Carl Perkins' Transition Initiatives and School Reform. Legislative Issues Shaping Future Directions.
PUB DATE- 11 May 89
NOTE- 29p.; Paper presented at the Annual Conference of the National Association of Vocational Education Special Needs Personnel, Region III (3rd, Chicago, IL, May 11, 1989).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; *Course Selection (Students); *Educational Change; *Education Work Relationship; *Graduation Requirements; High Schools; Mainstreaming; Special Education; *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Illinois

High school reform efforts in the 1980s have negatively affected the access to vocational education of high school students, including those with special needs, as evidenced by a longitudinal study of the course-taking patterns of high school students in one Illinois community (called "Fremont" in the study). The sample was composed of 575 white, black, and mainstreamed special needs high school students. The course-taking patterns of the classes of 1981, 1984, and 1987 were examined, as well as the patterns of four years of courses taken by one class. Major findings included the following: (1) the number of courses required for graduation at Fremont exceeded that required by Illinois both before and after the state requirements were increased due to the reform movement; (2) a slight but steady decrease in vocational courses occurred as an increase in mathematics course-taking occurred; (3) black students' achievement improved, perhaps as a result of decreased remedial course-taking and increased academic coursework; and (4) special education student achievement declined, based on a significant increase in mainstreamed course-taking. (CML)

ED 306 521 CG 021 655

Horgan, Dianne D.; Simeon, Rebecca J.

Making the Most of Mentoring.

PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrators; *Decision Making; Decision Making Skills; Interprofessional Relationship; *Mentors; *Participative Decision Making

This study focused on participative decision making which is considered an important way of developing subordinates in mentoring relationships. Subjects were managers (N=73) from diverse organizations. Scores were obtained for overall participation and decision quality. Further, it was determined how different aspects of the situation interacted with the protege variable and which rules were violated when dealing with proteges verus non-proteges. The second study investigated how personal mentoring history affects decision making style using the same group of managers, 44 of whom responded. Using a modified version of the Vroom-Yetton cases, results showed that participation in decision making was not always a developmental tool and more importantly, participation did not ensure quality decisions. Managers who had been mentored varied their participation more between proteges and non-proteges than did other managers. They did not, however, make better decisions than other managers. Practical points to make the most of mentoring include remembering it is when one particpates, not that one participates that is important; being careful not to overprotect proteges; and being sensitive to non-proteges. (ABL)

ED 306 536 CS 009 633

Ekwall, Eldon E.
Ekwall Reading Inventory. Second Edition.
REPORT NO.- ISBN-0-205-08571-7
PUB DATE- 86

NOTE- 192p.
AVAILABLE FROM- Allyn and Bacon, Dept. 894, 160 Gould St., Needham Heights, MA 02194-2310 (No. H85715, $18.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Diagnostic Tests; Elementary Education; *Informal Assessment; *Informal Reading Inventories; Junior High Schools; *Listening Comprehension; Phonics; Reading Comprehension; *Reading Diagnosis; Sight Vocabulary; Syllables; Vowels
IDENTIFIERS- *Classroom Reading Inventory; *Ekwall Reading Inventory

The Ekwall Reading Inventory is a set of reading passages ranging in difficulty from preprimer through ninth-grade level and contains instruments for assessing students' knowledge of letters, phonics, basic sight words, vowel rules and syllable principles, and contractions. The reading passages are designed to measure students' oral and silent independent, instructional, and frustration reading grade levels. The manual may also be used to determine students' listening comprehension levels. (RS)

ED 306 552 CS 009 650

Powell, Janet L.
How Well Do Tests Measure Real Reading? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Construct Validity; Elementary Education; Metacognition; Reading Comprehension; Reading Diagnosis; *Reading Processes; *Reading Research; *Reading Tests; *Testing Problems
IDENTIFIERS- ERIC Digests; Reading Behavior

Despite a significant increase in test usage, numerous issues surrounding reading assessment remain unresolved. Construct validity--whether the test actually measures aspects of the behavior under consideration--is of particular importance if one is to rely on test scores to direct instruction, predict performance, or determine accountability. A slow but continually emerging trend to recognize reading as a thinking process has been at the core of the controversies over the validity of various forms of reading assessment. Virtually all methods of assessing reading are indirect, even those that claim to directly assess reading processes. The product of reading should, however, reflect the process the test-taker uses to generate the responses that produce a reading comprehension test score. A reader's awareness of thought processes involved in reading has recently been called "metacognition," and test designers are now including items that supposedly measure this. The as yet limited research on the metacognitive aspects of reading has indicated that multiple-choice tests and written retellings have construct validity. While the scores (products) of these tests may not reveal direct information about the processes students use to complete them, the tasks do appear to involve mental processes that have long been associated with reading. (MM)

ED 306 567 CS 211 418

Examen en Vue du Diplome Douzieme Annee, Langue et Litterature 30. Partie A: Composition (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part A: Composition). June 1988 Edition.

Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 88
NOTE- 21p.; For part B, see CS 211 419-420. For January 1988 edition, see ED 293 141.
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; Canadian Literature; Foreign Countries; *French; Grade 12; Graduation Requirements; High Schools; Language Proficiency; Language Skills; *Language Tests; *Test Items; *Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the composition component of the June 1988 tests. Divided into three essay questions for a total writing time of 2.5 hours duration, parts 1 and 2 of the test require essays that answer or argue a given statement, while part 3 (the longest section and worth the most credit) asks for a comparison of a character in a short story printed in the booklet with any other French literary personage who has been studied in any genre of French literature. The booklet provides suggestions for approaches to the last composition, as well as several supplementary sheets for practice writing. Instructions and questions are in French. (MM)

ED 306 582 CS 211 823

Herrmann, Andrea W.

Evaluation in the Electronic Classroom: A Double-Edged Sword--Or Is It?

PUB DATE- May 89

NOTE- 17p.; Paper presented at the Annual Computers and Writing Conference (5th, Minneapolis, MN, May 12-14, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Computer Uses in Education; Educational Change; Higher Education; Skill Development; Student Evaluation; *Technological Advancement; Word Processing; *Writing Evaluation; Writing Instruction

IDENTIFIERS- Writing Contexts

Writing instructors teaching in computer classrooms recognize that the goals and content of these writing courses have changed since precomputer days. While the emphasis is still on writing, skills related to producing texts in electronic environment are also being taught. Technology is changing the nature of writing instruction, the writing process, the type of written products produced, and even the concept of written communication. Few studies assess how or how well students acquire the skills necessary for using computers effectively as writing tools. Studies that do reveal the complexity of the teaching/learning situation. Teaching and assessing electronic technology needs a place in the writing curriculum. For example, a writing teacher could teach the writing component and a desktop publishing instructor could teach a lab on the technology. The teacher responsible for teaching the technology could periodically assign various ungraded process-based tasks aimed at assessing students' technological skills. Still the final portfolio of writing should remain the ultimate indicator of a writer's success. (Sixteen references are attached.) (MM)

ED 306 653 EA 020 874

Punger, Douglas S.
The AIA Standard Form of Agreement between Owner and Architect, B141, 1987 Edition--What the School Board Attorney Needs To Know.

PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual School Law Seminar of the National School Board Association Council of Attorneys (Anaheim, CA, March 31-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architects; *Board of Education Policy; Construction Costs; Construction Management; Construction Programs; *Contracts; Court Litigation; Educational Facilities Design; Elementary Secondary Education; Interprofessional Relationship; Lawyers; *Legal Responsibility; Professional Services; Records (Forms); *School Construction; School Law
IDENTIFIERS- *American Institute of Architects; *North Carolina

In February 1987, at a statewide meeting of North Carolina school board attorneys, it was revealed that most school board attorneys were not consulted about and had never seen the construction contracts executed by their clients. The general practice in the state was that the architects prepared the contracts using the standard American Institute of Architects (AIA) forms and submitted them to the superintendent for execution by the owner. To provide greater contractual protections for the owner, the North Carolina Council of School Attorneys appointed a committee to draft a set of suggested amendments to the standard forms for the use of council members. Many of the amendments apply to states like North Carolina, which requires that public construction contracts be awarded by competitive bids to multiple prime contractors. The suggested amendments, additions, and deletions refer to the owner-architect agreement in the following areas: (1) architect's responsibilities; (2) scope of architect's basic services; (3) additional services; (4) owner's responsibilities; (5) construction cost; (6) use of architect's drawings, specifications, and other documents; (7) arbitration; (8) termination, suspension, or abandonment; (9) miscellaneous provisions; (10) basis of compensation; (11) other conditions or services; and (12) form of agreement. (MLF)

ED 306 683 EA 020 950

Moore, Joseph B.

Developing a School Bureaucracy: The Influences of the State of Vermont and the Town of Newbury, Vermont on the Newbury School System.

PUB DATE- Mar 89
NOTE- 82p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; *Centralization; Educational History; *Educational Trends; Elementary Secondary Education; School Districts; *School Organization; *State School District Relationship; States Powers; Student Placement; Track System (Education); Trend Analysis
IDENTIFIERS- *Vermont

The purpose of this study was (1) to portray the historical periods of the Newbury, Vermont, school system; (2) to note the growth of the district schools between 1763 and 1832; and (3) to determine what role the state played between 1777 and 1807 in the development of the Newbury school system. In terms of school governance and organization, five historical periods of the Newbury school system are described: 1763-1832, 1833-1891, 1892-1915, 1916-1960, and 1961-1988. The trends of Vermont public education have been toward more bureaucracy, consolidation, student classification, curricular differentiation (tracking), and state influence. Population statistics of Vermont (1791-1980) as well as a map of the Newbury school districts in 1988, and 33 references are appended. (SI)

ED 306 700 EA 021 000

Rodriguez, Esther; And Others
Community of Purpose: Promoting Collaboration through State Action. Youth At Risk.
Education Commission of the States, Denver, Colo.
PUB DATE- Feb 88
NOTE- 114p.
AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (Stock No. AR-88-1; $8.50 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; *Cooperative Education; *Cooperative Programs; *Dropouts; Elementary Secondary Education; *High Risk Students; *School Community Relationship; School Surveys; Youth

This paper is the fifth in an Education Commission of the States (ECS) series focusing on the problems of youth at risk of not successfully making the transition to adulthood. The topic of the paper is collaboration--both interagency and public/private--and the contribution that collaborative efforts can make in programs targeted for youth at-risk. ECS conducted a 50-state survey of state-initiated programs for youth at risk of school failure. More than 700 telephone interviews were conducted with deputy commissioners of education, agency and department program directors and youth services practitioners. Issues concerning at-risk youth are raised through the examination of some ongoing statewide collaboration. The issue of how states can capitalize on existing resources is explored. Appended is a list of ECS members, staff, and cooperating organizations. (SI)

ED 306 611 CS 506 608

Dudczak, Craig

Topicality: An Equal Ground Standard.

PUB DATE- May 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; Persuasive Discourse
IDENTIFIERS- Debate Strategies; *Debate Theory; *Topicality

Arguments on topicality have the potential of becoming an infinite regress both as they are articulated in debate theory as well as how they are developed by debaters in rounds. An "Equal Ground" criterion is proposed as an effective means of assessing topicality. This criterion assumes the reasonability standard of topicality. Additionally, it assumes that the function of debate is to facilitate clash over substantive issues embodied by the resolution. Further, it is argued that topicality, as a procedural issue, should be evaluated by its relationship to eliciting the substantive issues of the debate. Topicality is the means by which substantive issues are defined and emerge. Current standards for resolving topicality, particularly the "reasonable" definition standard, are deficient in promoting this function. Finally, the Equal Ground criterion accepts the premise that the effect of the topicality issue should be to apportion approximately equal ground to the Affirmative and Negative teams. Equal Ground represents an additional warrant in the debate arsenal which may increase the likelihood of the debate focusing on the substantive rather than the procedural issues. (MM)

ED 306 626   CS 506 648

McGreal, Elizabeth A.; Forst, Edmund, Jr.
Predicting Deception in Interpersonal Relationships.
PUB DATE- May 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989). Contains some broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Communication Skills; *Deception; Higher Education; Interpersonal Communication; *Interpersonal Relationship; Nonverbal Communication; Verbal Communication
IDENTIFIERS- *Communication Behavior; Communication Competencies; Communication Strategies

A study examined verbal and nonverbal behaviors that can detect an individual's deceptive communication, including variables such as familiarity with the individual, amount of interaction, skill at detecting deception with individuals and in general, and an individual's verbal and nonverbal immediacy behaviors. Subjects, 242 undergraduates enrolled in a basic communication course at a large eastern university, completed a series of measures, answering questions based on the last person with which subjects had a conversation. Measures consisted of: Booth-Butterfield's Deception Tactics Scale (measuring interpersonal deception); the Immediacy Behavior Scale (measuring interpersonal immediacy); and questions dealing with the subject's familiarity with the person's communicative behaviors, amount of interaction with the person, skill at detecting the person's deceptive communication behaviors, and skill at detecting other people's deceptive communication behaviors. Results indicated no substantial relationships between the independent variables (sex, familiarity, interaction, skill at detecting deception, total immediacy scores, and individual immediacy behaviors) and the total interpersonal deception score. However, significant correlations were revealed between familiarity, interaction, individual skill at detecting deception, and general skill of detecting anyone's deceptive communication. (Two tables of data are included, and 29 references are attached.) (MM)

ED 306 640 EA 020 798

Ladd, Helen F.; Wilson, Julie Boatright
Why Voters Support Tax Limitations: Evidence from Massachusetts' Proposition 2 1/2.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
NOTE- 52p.; Part of a larger study receiving supplemental funds from the Lincoln Institute of Land Policy, Cambridge, MA. For related documents, see EA 020 795-797.
GRANT- NIE-G-81-006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Attitudes; Community Support; Community Surveys; *Educational Finance; Elementary Secondary Education; Finance Reform; *Government School Relationship; *Property Taxes; Public Policy; School Support; School Taxes; Surveys; Tables (Data); Tax Allocation; *Tax Effort; Tax Rates
IDENTIFIERS- *Massachusetts; Proposition Two and One Half (Massachusetts)

This paper uses data obtained by a large statewide survey of Massachusetts residents to measure the relative importance of certain motivations in influencing the overall statewide vote on Proposition 2 1/2. Proposition 2 1/2 severely restricts the ability of Massachusetts cities and towns to raise tax revenue for local services. Interviews were conducted by a professional survey firm during the 2 weeks following the vote and were based on a survey instrument written specifically for this purpose. Section I provides an overview of the voting model. Section II reports and interprets the results, and section III summarizes the conclusions. The most important factors leading to increases in the favorable vote were the views toward inefficiency and waste in government. The survey results clearly indicated that the vote for Proposition 2 1/2 was much more of an attempt to obtain lower taxes and efficient government than to reduce the level of public services. Appended are four references and five tables providing data on the impacts of the statewide vote for Proposition 2 1/2 on several different factors: (1) preferred and expected changes in service levels; (2) inefficiency and waste; (3) spending and taxes; (4) tax reform; and (5) relative fiscal status. (SI)

ED 306 668 EA 020 916

Mac Iver, Douglas
Effective Practices and Structures for Middle Grades Education. Policy Issues.
Appalachia Educational Lab., Charleston, W. Va.; Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 42p.; Prepared by the Policy and Planning Center.
CONTRACT- 400-86-0001
GRANT- OERI-G-86-90006
AVAILABLE FROM- Publications, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; Change Strategies; Educational Change; Educational Development; *Educational Improvement; Educational Quality; Junior High Schools; *Middle Schools; *School Organization; School Policy; Student Evaluation

This document draws upon theory and research about early adolescence and about the effects of middle grades structures and practices on student outcomes. The purpose is to identify specific problem areas and promising innovations that should be considered by policymakers as they establish guidelines for the restructuring of education in the middle grades. The first part of the document considers research on evaluation and authority structures. The second part focuses on the strengths and weaknesses of departmentalization and discusses ways of reorganizing schools to mitigate the weaknesses of the departmentalized approach while retaining its strengths. The paper then discusses various states' approaches to these issues and considers the policy implications of making the recommended changes in middle grades education. Appended are 64 references. (Author/SI)

ED 306 378 CE 052 316

Advanced Child Development. Vocational Home Economics Education.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 88
NOTE- 261p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Child Development; Competency Based Education; Course Content; *Exceptional Persons; Occupational Home Economics; *Parenthood Education; Parenting Skills; Pregnancy; *Prenatal Influences; Secondary Education; Social Influences; State Curriculum Guides; Teaching Methods
IDENTIFIERS- Texas

This curriculum guide, developed for use in secondary vocational home economics education in Texas, is correlated closely with the essential elements prescribed by the State Board of Education. The competencies in each guide are the essential elements, and the subcompetencies are the subelements prescribed in the Texas Administrative Codes for vocational home economics. A conceptual outline of each unit is shown in the left-hand column, with corresponding learning and evaluation experiences in the right-hand column. These relate to the subelements of each unit. Teaching aids keyed to the learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the book. Key points for discussion and review and critical questions are highlighted. The seven units of the guide cover the following topics: parenthood; prenatal and postnatal care; development of children; selection and use of appropriate child guidance techniques; social implications on the development of the child; special needs; and career options and adjustments. (KC)

ED 306 408 CE 052 372

Building Bridges through Information. Summary of the Annual National SOICC Conference (11th, Charleston, South Carolina, July 25-27, 1988).

Interstate Conference of Employment Security Agencies, Inc., Washington, D.C.; National Association of State Career Development/Guidance Supervisors.; National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.

PUB DATE- Jul 88
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Counseling; Career Development; Career Education; *Career Guidance; Conference Proceedings; Educational Planning; High Risk Students; Information Services; *Information Systems; Labor Market; *Occupational Information; Online Systems; Postsecondary Education; Secondary Education; Vocational Rehabilitation
IDENTIFIERS- *Career Information Systems; *State Occupational Information Coordinating Comm

These proceedings include National Occupational Information Coordinating Committee (NOICC)/State Occupational Information Coordinating Committee (SOICC) awards, attendance lists, exhibitors, and a copy of the program. Summaries (often very brief) of the following presentations are provided: "Keynote Address: Development Report Card of the States" (Friedman); "Legislative Update" (Strumpf, Raley); "To Live or Die" (Langdale); "Marketing the OIS (Occupational Information System) and Recouping Your Costs" (Hargis, Racicot); "National Career Development Guidelines Demonstration Models" (Miller et al.); "Computerized Adaptive Testing--the Armed Services Vocational Aptitude Battery" (Lancaster, Martin); "New OES (Occupational Employment Statistics)/SOC (Standard Occupational Classification) Based CIDS (Career Information Delivery System) Database" (Morgenthau, Barnett); "OIS Applications from a Community College Perspective" (McMillan et al.); "Use of the National Career Development Guidelines with State and Local Funding" (Sherer et al.); "New Hampshire Economic Development Data System" (Racicot et al.); "Military Career Information Resources" (Lancaster, Wright); "OIS Applications: Training Issues and Approaches" (Cosgrove et al.); "Brokering CIDS from Many Vendors" (Racicot); "The Changing Service Sector" (Kutscher); "New Resources: OVIS II and DAT--the SOICC Connection" (Griffin, Fortner); "Vocational Rehabilitation--a New CIDS File" (Kendall, Reddaway); "Single Audit Act" (Brustein); "How to Unleash People Power" (Bertram); "Sales Techniques and Results (STAR) Course" (Schwallie-Giddis, Rafferty); "Welfare Reform" (Williams); "New CIDS States: 1987-88 Start-Up" (Sullivan et al.); "Personal Responsibility Makes Things Happen" (Bertram); "Vocational Rehabilitation and CIDS" (Thomas, Caston); "Workforce 2000: Building Awareness" (Walker, Ethredge); "Dictionary of Occupational Titles and the National Crosswalk Service Center" (Hawks et al.); "Technological Change and the Global Economy" (Dixon, Munger); "Innovative Additions or Enhancements to Micro-OIS" (Raithel, Soll); "ACE Consortium Products" (Angle, Watson); "Employ Illinois" (Jackson, Cohen); "Addition of the Training and Occupation/Industry Modules to the OIS" (Olin et al.); "Inner-City and At-Risk Population Groups" (Markley et al.); "Civilian Training Inventory (CIVTRAIN)" (Ollis et al.); "Testing Occupational Performance (TOP)" (Broman); "Using a CIDS with At-Risk Youth: Development of a Planning Model" (McKinlay); "Development of Wage Data" (Nazer et al.); "Improve Career Decision Making (Inservice)" (Woodhouse et al.); "How to Use Labor Market Information in Planning" (Harrington); and "Workforce Demographics: Implications for Social Policies Related to Career Development" (Hoyt). (YLB)

ED 306 436 CE 052 410

Neylon, Kevin; And Others
Report on Survey of Industry Needs for Quality. Summary Report.
TAFE National Centre for Research and Development, Payneham (Australia).
SPONS. AGENCY- Australian Dept. of Industry, Technology, and Commerce, Canberra.
REPORT NO.- ISBN-0-86397-277-2
PUB DATE- 88
NOTE- 21p.; Appended charts contain marginally legible print.
AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne 3001, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; Foreign Countries; *Hospitality Occupations; Job Skills; Job Training; *Manufacturing; Postsecondary Education; *Program Improvement; *Quality Control
IDENTIFIERS- *Australia; Technical and Further Education

The TAFE (Technical and Further Education) National Centre for Research and Development conducted a survey to determine industry needs for quality training in Australia. Interviews were conducted with managers in manufacturing and tourism/hospitality companies throughout Australia, especially with firms with a high reputation. Interview forms were designed to gather data on background information, quality strategy, current and expected quality profile, and quality training needs. Companies interviewed had fewer than 10 to more than 3,000 employees. The survey found that company goals were most often survival, profit, competitiveness, customer service, and the desire to be the best in its particular industry. "Everyone" was the overwhelming response to questions as to who, within the company, was involved in quality improvement; as to methods, consultants, Australian standards, total quality control, Deming's 14 steps, quality circles, and total quality management formed the basis of quality strategies for the companies surveyed. The tourism/hospitality industry did not appear to have well-defined quality strategies, although quality improvement is important to the industry. Most strategies had been in place since 1986. Training packages of various types are planned by all of the companies surveyed, and TAFE involvement appears to be required. The information obtained from the industry survey will be considered in sample curricula being prepared in the following areas: basic trade apprentice--sheet metal working, associate diploma--mechanical engineering, and short course--hospitality. Three figures give a breakdown of survey responses and four charts compare current quality practices with practices two years hence as perceived by the industries surveyed. (KC)

Thorp, Jane; And Others
Training Needs in Major Economic Developments. FEU/PICKUP Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-1-85338-109-8
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; *Economic Development; *Educational Needs; *Employer Attitudes; Foreign Countries; Institutional Cooperation; *Job Skills; Job Training; Postsecondary Education; Program Development; *Skill Development; Transportation
IDENTIFIERS- *Great Britain

A project was set up to investigate the issues arising in relation to the training needs of companies involved in major economic developments (MEDs) in Great Britain. Two major developments were studied: Stansted Airport and the Dartford International Ferry Terminal. Companies involved in each MED were identified and contacted by mailed questionnaire, followed by in-depth interviews. Training implications expressed by the companies included training needs for managers, supervisors, secretaries, and clerical staff. Companies at both developments identified a need for job-specific skills in areas such as import and export documentation, freight forwarding, and cargo handling skills. They also needed updating for skills in computer operating and word processing. The study also found that the colleges within 45 minutes traveling distance of Stansted had most of the expertise necessary to respond to the training needs expressed by the companies. It was suggested that courses to meet the training needs could be developed and that the colleges should market their capability for conducting short courses to the companies. It also recommended more coordination between colleges to avoid duplication of effort and potential irritation of client companies. (KC)

ED 306 477 CG 021 610

Harris, Lorwen Connie
Children, Choices, and Change: An Adaptation of "The Darker Side of Childhood."
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 88
NOTE- 117p.
AVAILABLE FROM- Hogg Foundation for Mental Health, University of Texas, Austin, TX 78713.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Child Abuse; *Childhood Needs; Children; Day Care; *Family Problems; *Poverty; Prevention; Social Services
IDENTIFIERS- Child Health; *Texas

This book is an updated version of the Texas Office of Early Childhood Development's 1974 publication, "46 Things You Need to Know About Texas Children: The Darker Side of Childhood." This update targets all Texan children in need, from birth through 12 years of age. It contains facts about disadvantaged children from low-income settings and information about middle-class children who are in need of quality child care and rural children who are in need of quality education. The book is divided into eight sections: (1) "A Texas Profile" gives overall changes in the state's population, economy, and workforce; (2) "Families in Poverty" chronicles the problems of poverty and the growing underclass; (3) "Services" indicates service areas that need to be improved in order to address the needs of poor children and their families; (4) "Health" refers to the child's growth and development; (5) "Education" addresses a child's future opportunities; (6) "Abused and Troubled Children" refers to troubled families, runaways, and victims of abuse; (7) "Child Care" targets the working mother and the unattended child; and (8) "Toward Prevention" points to programs and services that can critically improve the lives of many Texas children while reducing the need for costly expenditures in later years. (NB)

ED 306 492   CG 021 625

Rayburn, Carole A.; And Others
Women Religious Leaders and Stress.
SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, D.C.
PUB DATE- Sep 88
NOTE- 13p.; Paper presented at the International Congress of Psychology (Sydney, New South Wales, Australia, September 2-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clergy; *Coping; *Females; Jews; *Leaders; Nuns; Protestants; Religion; *Stress Variables

This study examined stress, strain, and coping mechanisms in women religious leaders. Subjects were nuns (N=51), Reform women rabbis (N=45), Episcopal women priests (N=32), United Methodist clergywomen (N=45) and Presbyterian clergywomen (N=45), matched for age and years on the job and pulpit assignments. All subjects were given the Osipow and Spokane Occupational Environment Scales, Personal Strain Questionnaire, and Personal Resources Questionnaire, and the specially devised Religion and Stress Questionnaire. The results showed that female rabbis had the most stress and strain and the least number of coping devices, followed by the ministers, and then the seminarians. The nuns, the historically oldest and most traditional group, had the least stress and strain and the greatest number of coping mechanisms. While all clergywomen thought women were blamed for being in nontraditional work settings, rabbis realized this more than did Methodists or Presbyterian clergywomen. Clergywomen preferred to use their birthnames and more gender-fair language, with rabbis leading in this. Understanding these results may give greater insight into how to lower stress and strain and to increase personal coping resources among women religious leaders. (Author/ABL)

ED 306 507 CG 021 640

Williams, Betsy L.; Hartlage, Lawrence C.
Communication and Retention of Psychoeducational Diagnostic Information in Parent Conferences.
PUB DATE- Aug 88
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Diagnosis; Elementary Secondary Education; *Interpersonal Communication; *Parent Conferences; *Psychoeducational Methods; *School Psychologists; *Test Interpretation

Although most diagnostic features of psychoeducational assessment have received considerable attention from researchers in school psychology, the application of the scientific information developed by this assessment has received comparatively little study. This project studied 20 parents of children who had received psychoeducational diagnostic evaluations. Conferences with parents were tape recorded and independent listener-raters evaluated the extent to which given information categories had been communicated. Parents completed similar evaluation forms both after the conference and as follow-up to assess retention. Both information comprehended and information recalled by parents were low, although raters and examiner-communicator ratings were in agreement that the information had been communicated. Aspects of information which were least comprehended and retained point out which foci of communication may need more elaboration, augmentation, illustration, or explanation. (Author)

ED 306 597 CS 211 849

Peck, Wayne C.

The Effects of Prompts upon Revision: A Glimpse of the Gap between Planning and Performance (Reading-to-Write Report No. 7). Technical Report No. 26.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 34p.; For the other reports in this series, see ED 285 206, CS 211 845-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Reading; *Freshman Composition; Higher Education; *Metacognition; Protocol Analysis; *Reading Writing Relationship; *Revision (Written Composition); Student Reaction; Writing Research; Writing Skills
IDENTIFIERS- Academic Discourse; Reading to Write; Writing Tasks

This study is the seventh in a series of reports from the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. This part of the study examines whether students could make more significant revisions in their writing if they were merely prompted to examine and improve their essays or if they were asked to transform their prose into an interpretive essay with a clear purpose. Subjects, 69 students enrolled in freshman composition, wrote essays after reading a passage describing time management techniques. After writing their essays, subjects in the experimental group were given a lecture on task representation and asked to turn their essays into interpretive essays that included a specific purpose. Subjects' think-aloud protocols were recorded. Fifty-seven of the students completed the revision assignment. Results indicated that students demonstrated different levels of metacognitive awareness and control over the revision process and that a gap existed between some writers' planning process and their writing performance. (Three tables of data and the Reading-to-Write study reference list are included.) (RS)

ED 306 701 EA 021 001

Dougherty, Van
The First Step: Understanding the Data. Youth at Risk.
Education Commission of the States, Denver, Colo.
PUB DATE- Nov 87
NOTE- 35p.
AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300 1860 Lincoln Street, Denver, CO 80295 (Stock No. AR-87-3; $5.00 plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Problems; *Data Analysis; Dropouts; Futures (of Society); *High Risk Students; Information Retrieval; Problem Solving; Student Needs; *Transitional Programs; *Youth

This paper is the third in an Education Commission of the States (ECS) series focusing on the problems of youth at risk of not successfully making the transition to adulthood. The topic of this paper is the use of both existing and new information to understand the magnitude, scope, and future of students who are educationally at risk. The first sections discuss indicators that help tell who is at risk. The second section discusses problems in managing large quantities of data. In the final section the ways policymakers can use information to inform and make better policy decisions is considered. In Appendix A, issues of defining and counting dropouts are discussed. Appendix B presents a potential school dropout form

and, Appendix C lists data-gathering instruments. Appended is a bibliography and 27 references. (SI)

ED 306 715 EC 212 777

Perlman, Leonard G., Ed.; Hansen, Carl E., Ed.
Rehabilitation of Persons with Long-Term Mental Illness in the 1990s. A Report of the Mary E. Switzer Memorial Seminar (12th, Washington, D.C., June 15-17, 1988). Switzer Monograph, 12th Edition.
National Rehabilitation Association, Alexandria, Va.
PUB DATE- Nov 88
NOTE- 111p.
AVAILABLE FROM- National Rehabilitation Association, 633 S. Washington St., Alexandria, VA 22314-4193 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Advocacy; Agency Cooperation; Community Programs; Consumer Protection; Cooperative Planning; *Deinstitutionalization (of Disabled); *Emotional Disturbances; Family Role; Housing Needs; *Mental Disorders; Mental Health Programs; *Rehabilitation; Social Support Groups
IDENTIFIERS- Independent Living

The focus of the six seminar papers is on the rehabilitation needs of persons with long-term mental illness, followed by excerpts of reviews and comments, as well as summary recommendations. "Rehabilitation Programs in the 1980s: Laying the Groundwork for the 1990s" (William Anthony) notes that deinstitutionalization is a historical fact and discusses psychiatric rehabilitation, family psycho-education, and case management as intervention approaches for the future. Paul Carling, in "Housing and Support for People with Psychiatric Disabilities: Directions for the 1990s," advocates promoting normal integrated housing and consumer choices, reorganizing services, and restructuring finances to promote supported housing. In "Housing: A Crucial Dimension," Jerry Dincin discusses capital funding, operational funding, zoning, and the stigma of mental illness. Joan Barker delineates advantages of a successful interagency agreement in "Coordination of Efforts Between Vocational Rehabilitation and Mental Health Systems." Esso Leete, in "The Role of the Consumer Movement and Persons with Mental Illness," offers the perspective of a person living with schizophrenia. "The Role of the Family in the Rehabilitation Process" (Agnes Hatfield) describes the purposes and ideology of the National Alliance for the Mentally Ill (NAMI), a coalition of self-help groups for families. There are three brief concluding papers which address the consumer self-help movement, service needs of mentally ill deaf persons, and strategies for change in policy, programs, training, research, and legislation. (JW)

ED 306 729 EC 212 793

Baumgart, Diane; And Others

Work Exploration: A Manual for Initial On-Site Work Instruction for Students with Mild, Moderate or Severe Handicaps. Secondary Transition and Employment Project: STEP.

Idaho Univ., Moscow. Dept. of Special Education.

SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 87

NOTE- 129p.; For related documents, see EC 212 791-801.

GRANT- G008430013

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Career Exploration; *Disabilities; *Education Work Relationship; High Schools; Job Training; Secondary Education; Training Methods; *Transitional Programs; Vocational Education; *Work Experience Programs

IDENTIFIERS- *Competitive Employment (Disabled)

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with mild, moderate, or severe handicaps with hands-on community work experience in order to determine vocational preferences and to provide instruction in work-related skills, functional academics, and job-seeking skills. Work exploration activities typically begin in the 8th or 9th grade after participation in the Career Exploration Unit. Experiences are intended to be cyclical in nature with students participating in activities and then returning to expanded or more complex versions of the same activities in later grades. Activities are organized by program goals. Goal 1 involves obtaining a work station based on the student's and parent's preferences. Goals 2-3 delineate steps needed to assess the student on the job and to monitor the student's progress. Goals 4-5 are designed to teach work-related social, communication, job-seeking and related academic skills. Goals 6-7 involve evaluating the work exploration program and arranging appreciation activities for employers. Administrative activities to be completed prior to program implementation are listed, a sample parent permission form is provided, and examples of insurance coverage are given. Appendixes consist of various forms and examples arranged by the seven goals. DB)

ED 306 743 EC 212 807

Kallam, Michael; And Others
Perceptions and Opinions of the Membership of the Council for Exceptional Children on Ethnic and Multicultural Issues Related to Council for Exceptional Children Publications.
PUB DATE- 29 Oct 88
NOTE- 67p.; Paper presented at the Council for Exceptional Children Symposia on Culturally Diverse Exceptional Children, "Reaching New Horizons" (Denver, CO, October 28-29, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Content Analysis; Cultural Pluralism; *Disabilities; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; *Minority Group Children; Pacific Americans; *Periodicals; Scholarly Journals; Special Education Teachers; *Teacher Attitudes
IDENTIFIERS- Exceptional Children (Journal); Kappan (Journal); Teaching Exceptional Children (Journal)

A study was conducted to determine special educators' sense of concern or awareness about ethnic/multicultural issues. A questionnaire, sent to 1,000 members of the Council for Exceptional Children (CEC), achieved only a 17.5% response rate but was felt to represent adequately the entire group. Respondents were asked their opinions regarding the amount of content coverage on ethnic/multicultural issues in "Exceptional Children," "Teaching Exceptional Children," and specialty-area periodicals. Specific ethnic groups of focus included: Blacks, Native Americans, Hispanics, Asians, Pacific Islanders, and bilingual/English as a second language students. For most of the publications, coverage was felt to be between "too little" and "about right." Generally, respondents felt that there was too little coverage of issues dealing with Native Americans but acceptable coverage for Blacks. When the actual amount of content material contained within certain CEC publications was analyzed and compared to the content of one non-CEC publication, "Kappan," none of the three publications met standards of "adequacy" suggested for multicultural content. Respondents welcomed the inclusion of additional information on ethnic/multicultural concerns in CEC publications. Appendices contain the survey instrument, comments made by the respondents, and 24 graphs illustrating demographics and characteristics of respondents and participants' opinions about publications. (JDD)

ED 306 363 CE 052 278

Hagen, Maureen A.
What Effect Does Vocational Education Have on the Dropout Rate?
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Influences; Dropout Characteristics; *Dropout Prevention; *Dropout Research; *Enrollment Influences; High Schools; *School Holding Power; *Student Motivation; *Vocational Education

Some research findings show that vocational education courses deter teenagers from dropping out of high school. Traits identified in potential dropouts by the research include being from a poverty-level home, having a lower intelligence score, and having a lower grade point average. These traits are shared with students in vocational education classes, with enrollment in vocational education classes playing a role in retaining students in school. A number of studies confirm that the more vocational education courses that are taken, the less likely it is for a student to drop out of school. These findings suggest the value of identifying potential dropouts in grade school and encouraging those students to enroll in vocational education as soon as possible. (KC)

ED 306 393 CE 052 335

Wolf, Mary Alice
Affective Training for Human Service Providers. Techniques.
PUB DATE- May 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Continuing Education; *Human Services; *Journal Writing; *Nursing Homes; Postsecondary Education; *Role Playing; *Staff Development; Teaching Methods; Workshops

Based on experiences with geriatric services workers, these strategies have been developed to respond to the ongoing educational needs of human service workers. The strategies are designed to help workshop leaders heighten human service providers' awareness of their clients' worlds. The three strategies outlined in this paper are the following: (1) combine the cognitive and the affective; (2) role play a visiting day at the nursing home; and (3) assign journal writing to the human service participants. (KC)

ED 306 422 CE 052 393

Duo, Jeong-Feong; Yuen, Steve Chi-Yin
A National Study of Microcomputer Use in Industrial Engineering and Management Education in Taiwan, Republic of China.
PUB DATE- 5 Dec 88
NOTE- 19p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; *Engineering; *Engineering Education; Foreign Countries; Higher Education; Industrial Education; Information Systems; *Management Information Systems; *Microcomputers; *Teacher Attitudes; Use Studies
IDENTIFIERS- *Taiwan

A study investigated the availability and current use of microcomputers in industrial engineering and management education in Taiwan, Republic of China. It gathered information about the knowledge, interests, and attitudes of industrial engineering and management instructors toward microcomputers and their opinions regarding a number of computer-related topics. Data were collected through a questionnaire mailed to 221 instructors in the 19 colleges and universities in Taiwan. Responses were received from 155. Both descriptive and inferential statistics were used in the data analyses. Findings indicated that many of the instructors had received some microcomputer training; they were somewhat informed about computer knowledge; they were interested in acquiring computer skills and knowledge; and they were overwhelmingly in favor of the use of microcomputers in industrial engineering and management education. More than one-half owned a microcomputer; most had microcomputers available for their own use and/or student use in their programs; more than 60 percent were dissatisfied with the number of microcomputers available in their programs; and the majority were dissatisfied with the quantity and quality of software. No single characteristic strongly distinguished microcomputer users from nonusers. Instructors with greater exposure to microcomputers has more positive attitudes to microcomputers. (YLB)

ED 306 464 CE 052 454

Monty, Phil
Technology Education Curriculum Guide for Connecticut-AIASA/TSA.
Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 88
NOTE- 119p.; For related documents, see CE 052 455-456.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Industrial Arts; Publicity; Public Relations; Secondary Education; State Curriculum Guides; *Student Leadership; *Student Organizations; Student Participation; *Technology
IDENTIFIERS- *American Industrial Arts Student Association

This curriculum guide is designed to provide advisors with ways to manage technology student activities within their American Industrial Arts Student Association/Technology Student Association (AIASA/TSA) program. Section 1 focuses on how to organize a local AIASA/TSA chapter. It covers organizing procedures organizational meetings, chapter officer duties and responsibilities, advisor responsibilities, chapter opening and closing ceremonies, and telecommunication. Section 2 describes the in-class meeting that can be set up using a leadership model. All procedures necessary for a routine for the students to begin the class day are detailed. Section 3 tells how to integrate AIASA/TSA into the curriculum. A chart shows the activities and the technology area that they help to teach. A sample lesson plan with activities is provided. Section 4 describes the program of work that should guide the chapter's work. It discusses how to plan the program, plan chapter activities, and suggests a calendar of events. Section 5 addresses publicity and public relations. Topics include creating a technology image, organizing a public relations program, and types of promotional activities. Sample activities from a year-long public relations program are provided. Section 6 contains information on conferences and competitive events. Appendixes provide material on AIASA and sources of supplies and materials. (YLB)

ED 306 522 CG 021 656

Horgan, Dianne D.; And Others
Characteristics of Owners of Residential Care Facilities.
PUB DATE- 88
NOTE- 6p.; For related document, see CG 021 657.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Coping; Job Satisfaction; *Nursing Homes; Older Adults; *Personality Traits; Quality of Working Life; *Residential Care; Stress Variables

Although researchers have investigated quality and cost of residential care, little is known about the people who own and manage residential care facilities. In an attempt to find out more about these managers, members of the National Association of Residential Care Facilities (NARCF) were surveyed. Members (N=175) responded to questionnaires asking about their background, perceived training needs, motivations, supervisory style, stress, and job satisfaction. Results showed that approximately one-third of the respondents chose the field because of a love of older people. More than one-half had college degrees, with about 40% having had coursework in geriatrics. Respondents reported an average work week of over 58 hours. Respondents exhibited a high rate of job satisfaction, with over 94% reporting they liked their jobs. Twenty-seven percent reported feeling stress all or most of the time. The most used coping mechanisms were concentrating on what had to be done next and keeping one's feelings from interfering with other things too much. Respondents scored slightly above the mean on a warmth of personality scale. Respondents exhibited a wide range of leisure time activities. Future work in this area will examine in more detail personality characteristics of the managers, differences as a function of type and size of the facility, and gender differences among managers. (ABL)

ED 306 537 CS 009 634

De Santi, Roger J.; And Others
The De Santi Cloze Reading Inventory.
REPORT NO.- ISBN-0-205-08733-7
PUB DATE- 86
NOTE- 154p.
AVAILABLE FROM- Allyn and Bacon, Dept. 894, 160 Gould St., Needham Heights, MA 02194-2310 (No. H87331, $19.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cloze Procedure; Connected Discourse; Elementary Secondary Education; Reading Ability; Reading Comprehension; *Reading Diagnosis; *Reading Tests; Student Evaluation; Word Lists; Word Recognition

This inventory is designed to identify individuals' reading abilities, their attendant strengths and weaknesses, and the difficulty level of materials most appropriate for instruction. The inventory allows the user to measure reading achievement; determine the independent, instructional, and frustration reading levels; and diagnose an individual's reading strengths and weaknesses. The inventory measures reading comprehension through the use of cloze passages and is organized into six sections. The first section includes suggestions on the preparation of cloze passages and how to use, score, and interpret them. The second section includes sample cloze passages with answer keys for practice, 30 cloze passages, and the cloze passage coding form and answer keys to be used in scoring and interpretation. The third section includes 28 word lists and a sheet for summarizing patterns of word identification. The fourth section includes sheets for summarizing individual student performance, class grade levels, and instructional groups. The fifth section contains technical information related to the inventory, and discusses the passage development guidelines, passage readability and grammar estimates, passage appeal ratings, and the results of field testing the inventory to establish its validity and reliability. The final section, the appendix, contains scoring and interpreting exercises and student-completed passages with and without scoring and interpretation. (MM)

ED 306 684 EA 020 952

Maddaus, John

Home-School Relations from the Perspectives of Common School Reformers of New York's Capital District, 1835-1850.

PUB DATE- 23 Oct 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Northeast Educational Research Association (Kerhonkson, NY, October 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Educational History; *Educational Trends; Elementary Secondary Education; Family Role; *Family School Relationship; Parent Role; *Parent Teacher Cooperation; *Public Policy; *School Involvement; *School Role
IDENTIFIERS- *New York

One problematic area in education involves the relationship between parents and teachers, between home and school. This paper briefly outlines some contemporary issues in this area, both in the public policy arena and in social scientific theory. Next, it outlines the issues as they are reflected in contemporary writing about an earlier period in the history of New York schools (1835-50). A third section of the paper summarizes findings based on an examination of primary sources. Finally, some possible implications of these findings are suggested. Appended are 44 references. (SI)

ED 306 757 EC 212 824

McCarthy, Greg
A Handbook for Hearing Officers. Revised.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 88
NOTE- 58p.; Supersedes ED 207 293.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights; Compliance (Legal); Conflict Resolution; Court Litigation; Decision Making; Definitions; *Disabilities; *Due Process; Elementary Secondary Education; *Federal Legislation; Hearings; *State Standards
IDENTIFIERS- *Hearing Officers; *South Carolina

The handbook provides information on legislation and litigation pertaining to the education of handicapped pupils in South Carolina, required procedures for ensuring due process, and suggestions for procedures to be followed by Hearing Officers prior to, during, and after a hearing. The opening section on state laws includes definitions of handicapping conditions and the amendment to Act 163 of the Education Finance Act of 1977. Summarized are requirements of the following Federal laws and regulations: Public Law 93-380 (the Education Amendments of 1974), Public Law 94-142 (Education for All Handicapped Children Act), Education Division General Administrative Regulations, Section 504 of the Rehabilitation Act, and the Vocational Education Act. Significant court decisions are noted. The section on procedural safeguards includes information on substantive and procedural due process, and details on state procedural safeguards including evaluation, placement, reevaluation, timeliness for LEA (local education agency) procedures, administrative appeal procedures, provisions in regard to surrogate parents and Hearing Officers, and parents' rights. General roles and responsibilities of the Hearing Officer are detailed in a separate section, and this is followed by an explanation of procedures for requesting a hearing, oral notification, written notification, compelling witnesses, opening the hearing, evidence and testimony, issuing a decision, and format for the decision. State Education Association (SEA) appeal procedures are also detailed and cover initiating an appeal, SEA responsibilities, responsibilities of the SEA Hearing Officer, and procedures prior to, during, and subsequent to a hearing. Charts of the procedure sequence, forms, sample letters, and sample subpoenas are appended. (DB)

ED 306 553　　　　　　　　　　　CS 009 651

Shermis, Michael
Study Skills. Focused Access to Selected Topics (FAST) Bibliography No. 35.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; *Notetaking; Skill Development; *Study Habits; *Study Skills; *Test Wiseness
IDENTIFIERS- SQ3R Study Formula

This bibliography contains 36 annotations of resources in the ERIC database (ranging from 1983 to 1989) concerning study skills, note-taking, test-taking, and other organizational skills. The first section of this bibliography provides resources for developing good study habits, how to change study behavior, allocating study time, and study strategies such as SQ3R, RESPONSE, LETME, and PORPE. The second section contains three references specifically on note-taking. Articles and papers in the last section present the latest research and theory on improving study skills. (MS)

ED 306 568 CS 211 419

Examen en Vue du Diplome Douzieme Annee, Langue et Litterature 30. Partie B: Lecture (Choix Multiples). Livret de Textes (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part B: Reading--Multiple Choice. Readings Booklet. June 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 88

NOTE- 20p.; For the accompanying questions booklet, see CS 211 420; for part A, see CS 211 418. For January 1988 edition, see ED 293 142.

LANGUAGE- French

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Achievement Tests; *Canadian Literature; Foreign Countries; *French; *French Literature; Grade 12; Graduation Requirements; High Schools; *Language Proficiency; Language Skills; Language Tests; Multiple Choice Tests; Test Items

IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this test, to be accompanied by the questions booklet, contains the reading selections portion of Part B, the language and literature component of the June 1988 tests. Representing the genres of poetry, short story, novel, and drama, the eight literature selections range from excerpts of works by French-Canadian authors (Rina Lasnier and Michel Tremblay) through classic French authors (Sully Prudhomme) to modern French writers (Jean Giraudoux). Duration of the examination is 2 hours, and all instructions, text, and questions are in French. (MM)

ED 306 583   CS 211 827

Gold, Lillian
The Elementary School Publishing Center. Fastback 282.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-282-8
PUB DATE- 89
NOTE- 47p.
AVAILABLE FROM- Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 ($.90 single copy; discount for bulk orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; Parent Participation; Parent School Relationship; Student Projects; *Student Publications
IDENTIFIERS- Childrens Writing; *Process Approach (Writing)

This fastback describes the Publishing Center, a center designed to publish student writings, located in the Douglas Grafflin Elementary School in Chappaqua, New York. Following a brief introduction, the first section of the fastback outlines the steps in the process approach to teaching writing. The next section describes how the Publishing Center works by following the development of a story written by a third-grade student. Details on the organizational structure of the Publishing Center and a discussion of the value of a writing center are provided in the remaining chapters. Appendixes consist of: (1) a sample memo to teachers about establishing a Publishing Center; (2) a sample letter to parent and community volunteers; (3) a volunteer information sheet; (4) an outline of equipment and supplies needed; (5) procedures for editors; (6) an editor/typist cover sheet; (7) instructions for typists; (8) instructions for bookmakers; and (9) procedures for working in kindergarten. (MM)

ED 306 654 EA 020 881

Johnson, Judith L.
School Administrator Supply and Demand for the State of Maine. A Study Conducted for the Department of Educational and Cultural Services Advisory Committee on Administrator Supply and Demand.
University of Southern Maine, Gorham. Testing and Assessment Center.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Oct 87
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *Administrator Selection; Elementary Secondary Education; Instructional Leadership; Labor Market; *Labor Supply; Occupational Surveys; *Principals; *School Effectiveness; *Superintendents; Tables (Data)
IDENTIFIERS- *Maine

The future supply and demand for Maine school administrators is assessed. Based on discussions with the Advisory Committee on Administrator Supply and Demand, a series of premises were established for the study. Survey instruments were designed, coded, and mailed to all superintendents and elementary and secondary principals in the state. A high return rate was noted for superintendents (66.3 percent), secondary school principals (81.8 percent), and elementary school principals (46.0 percent). Data were obtained in the following categories: (1) sex and age; (2) degrees earned; (3) recruitment rates; (4) preceding positions held; (5) number of years in present position; (6) estimation of administrators' preparation; (7) next position; (8) geographical mobility limitations by position; (9) retirements by the categories of sex and position; and (10) importance and rating of administrator qualifications. Findings showed that school administrators were predominantly male, though female-held positions are increasing. The largest percentages of administrators have been in their present position between 2 and 4 years. Most administrators reported they felt adequately prepared for their present positions and wanted to remain in the state of Maine. In the area of superintendent qualifications, management characteristics and characteristics associated with effective schools were most important. Appended are copies of administrative surveys (superintendents, supervising principals, and school committee chairpersons) and letters (cover letters and letters of support). (SI)

ED 306 364 CE 052 290

Coffey, Osa D.; And Others
Programming for Mentally Retarded and Learning Disabled Inmates: A Guide for Correctional Administrators.
Institute for Economic and Policy Studies, Inc., Alexandria, VA.
SPONS. AGENCY- National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- Jan 89
NOTE- 302p.
GRANT- NIC-GN-9
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Correctional Education; Correctional Institutions; Correctional Rehabilitation; Educational Legislation; Educational Policy; Federal Aid; Federal Legislation; *Learning Disabilities; *Mental Retardation; Models; Needs Assessment; Program Development; *Program Implementation; *Special Education; Standards

This resource manual is intended to assist correctional agencies in developing or upgrading educational and support services for adult inmates with retardation or learning disabilities. Following an introductory section, section 2 summarizes definitions and symptoms of mental retardation and learning disabilities, identifies their incidence among inmates, and focuses on programming needs. Section 3 analyzes provisions for inmate claims to special education, from a legal perspective. Section 4 reviews processes of establishing a special education program in an adult correctional facility. Section 5 describes five different programs that currently serve offenders with mental retardation. The focus of Section 6 is on the nature and level of standards that may be used to develop, implement, and supervise special educational programming for the learning disabled. Section 7 presents model standards for the overall education, treatment, and care of mentally retarded inmates according to six main objectives. Section 8 outlines 10 model policies of special education programs in corrections. Section 9 is a resource guide listing clearinghouses and information centers, national associations and organizations, and state and state-affiliated agencies. Section 10 is a federal funding guide.

Other contents include abstracts of key relevant literature, a glossary, a 46-item bibliography, and appendices containing sample forms, court case citations, and information about the study from which this report was compiled. (YLB)

ED 306 379 CE 052 317

Apparel. Vocational Home Economics Education.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- Sep 88

NOTE- 148p.; For related documents, see CE 052 311-321.

AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Careers; Clothing; *Clothing Instruction; Course Content; Fashion Industry; Needle Trades; *Occupational Home Economics; Secondary Education; *Sewing Instruction; State Curriculum Guides; *Textiles Instruction

This curriculum guide for apparel is one of a number of guides developed for use in vocational home economics education in Texas. Introductory materials address use of the guide and list the essential elements upon which the content is based. The guide is divided into six units: individual and family apparel decisions, apparel management, selecting fabrics, apparel construction, the apparel industry, and career options and adjustments. Each unit lists competencies and subcompetencies at the beginning of the section. Concepts related to the competencies are listed in the right-hand columns. Learning and evaluation experiences are found in the left-hand columns. Teaching aids keyed to learning and evaluation experiences--transparency masters, activities, and exercises--are located at the end of the guide. Designations have been used in the content for (1) developing skills within the Texas Common Elements for all vocational education; (2) applying basic/academic skills; and (3) developing critical thinking skills. Key points for content discussion and review are also indicated. (YLB)

ED 306 450 CE 052 428

Sammons, Morris; Kozoll, Charles E.

Preparing an Effective Self-Study Course. The Guide Series in Continuing Education.

Illinois Univ., Urbana. Office of Continuing Education and Public Services.

PUB DATE- 86

NOTE- 41p.; For other guides in this series, see CE 052 429-430.

AVAILABLE FROM- Office of Continuing Education and Public Service, C-Suite 202 University Inn, 302 East John Street, Champaign, IL 61820 ($3.00; 25 or more: 25% discount).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Correspondence Study; *Course Organization; *Curriculum Development; Distance Education; Home Study; *Independent Study; Lesson Plans; Nontraditional Education; Postsecondary Education; *Student Motivation; *Study Guides; Teaching Methods

This booklet outlines specific strategies to help teachers prepare an effective self-study course for students enrolled in nontraditional study. The guide is organized in four chapters that cover the following topics: (1) consideration of students and their motivation; (2) preparation of an effective course (conceptualization--goals, expectations, requirements); (3) preparation of the course study guide (perspective and the road map, introduction to the course, lesson objectives, reading assignments, lesson commentary, structuring assignments to be submitted, structuring examinations, and learning aids and format cues); and (4) support for students' work. Eight appendixes provide samples and information on consideration of students and their motivation; specifying goals, expectations, and requirements; course introductions; stating lesson objectives; lesson commentaries: effective transitions; examples of assignments; learning aids and format cues; and responses to students. A 10-item bibliography completes the guide. (KC)

ED 306 478 CG 021 611

Report on Prevention of Youth Suicide: As Reported by the State Board of Education. Submitted to the Governor, Lieutenant Governor, and the Seventy-First Texas Legislature.

Texas Education Agency, Austin.

PUB DATE- Jan 89
NOTE- 25p.
AVAILABLE FROM- Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *Etiology; Identification; School Personnel; *Self Destructive Behavior; Staff Development; *Suicide; *Youth Problems

This report addresses the issues delineated by the 70th Texas Legislature in directing the Central Education Agency to study the problem of youth suicide. "Causes and Factors Contributing to Youth Suicide" presents data on national suicide rates for 15- to 19-year-olds and deaths by suicide in Texas for children between the ages of 5 and 19. Conditions that place children and adolescents at risk for suicide, and which have been identified consistently through research are listed, as are several warning signs of suicide risk. "Curriculum Study" contains a summary of the staff's findings in this area and is divided into sections on prekindergarten and kindergarten, social studies, science, English language arts, reading, health education, fine arts, art education, music education, theatre arts, vocational home economics education, agricultural sciences, marketing education, and driver education. This part of the report concludes with some general comments related to all disciplines. The final section, "Recommendations," lists and discusses three recommendations that district trustees and administrators will want to consider as they develop programs to prevent youth suicide. (NB)

Mishler, Barbara

Handicapping Social Exchange Theory.

PUB DATE- Feb 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Altruism; *Disabilities; *Group Behavior; *Interpersonal Communication; *Interpersonal Relationship; Models; *Social Exchange Theory
IDENTIFIERS- Communality; Economic Theory

The economic theory of social exchange has some serious shortcomings when applied to minorities--especially the disabled. First, it assumes dyads comprise the basic unit where exchange occurs and that rewards and costs must occur at that level. Second, the model standardizes the experience of white, Western European and American males. The model has a built-in justification for exploitation of relationships just as the capitalistic economy that inspired the model justifies exploitation of individuals on the fiction that all people start out equal; therefore any advantage one can gain over the other is legitimate. As a minority without physical, social, or political power, the disabled are at a distinct disadvantage in a competitive society. The general assumption is that handicapped persons are only marginally capable of competing successfully in a capitalistic economy and are therefore only marginally capable of competing socially. The ideology expressed through social-exchange theory is that the disabled are different, and different always means inferior. Disabled people should instead try to see their social relationships in a group-centered model rather than in the strictly dyadic, competitive exchange model. This communal model has three advantages: (1) it allows the disabled person to contribute something to the whole system; (2) the services and support that the disabled person needs do not fall all on one person; and (3) the communal reality becomes the strongest element in all of the relationships within the group. (MS)

ED 306 627 CS 506 649

Oxford, Cheryl Lynne

Performance and the Open Door Philosophy.

PUB DATE- 8 Apr 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Community Services; Cultural Activities; Educational Philosophy; Nontraditional Students; *Open Enrollment; *Performance; *School Community Relationship; *Theater Arts; Two Year Colleges
IDENTIFIERS- Drama in Education

A Coordinator of Performing Arts at Western Piedmont Community College in North Carolina describes the challenges and rewards posed by an open-door educational philosophy in which community service is as important as artistic excellence. The college's mission is to serve the special needs of the community, which primarily consists of state institutions for the deaf, for the mentally retarded, for medium security youth offenders, and for the mentally handicapped and the chemically dependent. The teacher's duties also include supervising local community theater productions and high school productions. The collaborative nature of performance enriches both actors and audiences who might not have the chance to hear the message the discipline of theater usually imparts. (RS)

ED 306 641 EA 020 799

Hartman, William T.
Understanding Resource Allocation in High Schools.

PUB DATE- Nov 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Decision Making; High Schools; *Outcomes of Education; *Politics of Education; *Resource Allocation
IDENTIFIERS- *Choice Behavior; *Oregon

Despite commonly held views concerning educators' rational decision-making behavior, there are competing interpretations of school personnels' objective, actions, and decision-making processes. Alternative explanations emphasize bureaucratic routine, administrative convenience, educator self-interest, and political motivations, rather than improvement of student outcomes. The resource allocation process offers a window through which important building-level educational choices may be observed and analyzed. Drawing on a 1985 study, this paper analyzes the behaviors and processes of major participants in the resource allocation process, the manner in which the school actually operated, and school personnel's underlying motivations. Three contrasting perspectives or models (rational, bureaucratic organization, and public choice) are introduced and explained. During 1984-85, case studies were made of four high schools located in three separate Oregon school districts. The schools were chosen for differences in budgeting procedures, instructional and administrative arrangements, size, and socioeconomic status of student populations. Data were gathered through observation and interviews. Results showed that resource allocation in the high schools studied did not operate in a rational manner. Linking resource distribution to improving student outcomes was never explicitly considered. The combination of the bureaucratic organization model (to explain how) and the public choice model (to explain why) provides the most thorough explanation of the resource allocation process observed in these high schools. Included are 19 references. (MLH)

ED 306 669 EA 020 917

Timar, Thomas B.

Educational Reform: The Need To Redefine State-Local Governance of Schools. Policy Issues.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 89

NOTE- 37p.; Prepared by the Policy and Planning Center.

CONTRACT- 400-86-0001

AVAILABLE FROM- Publications, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50 prepaid).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Decentralization; *Educational Change; Educational Development; *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Excellence in Education; Politics of Education; Public Schools; School Organization; State School District Relationship

IDENTIFIERS- California; Texas

This document examines recent state school reform efforts from two perspectives: the strategies states adopt to improve educational excellence and the influence those strategies have on the functional dimensions of education policy. The paper reports the research findings of a study that examined state reform strategies nationally. The study identified three distinct strategies: (1) rational planning; (2) free market; and (3) political interaction. These strategies are represented by Texas, California, and South Carolina, respectively. School reform in Texas shows that rational planning and regulation are inappropriate policy instruments for achieving educational excellence. California illustrates the impotence of a permissive, decentralized strategy. School reform in South Carolina, in contrast, aims at improving the organizational competence of schools. (Author/SI)

ED 306 394 CE 052 337

Baran, Nancy H., Ed.
Your Food Dollar. Money Management. Revised .
Household Financial Services, Prospect Heights, IL. Money Management Inst.
PUB DATE- 88
NOTE- 36p.
AVAILABLE FROM- Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders over $100.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Consumer Education; *Educational Resources; *Foods Instruction; Learning Activities; *Money Management; *Nutrition; Secondary Education

This student/teacher resource booklet provides information on conserving food dollars while providing nutritious meals. The guide shows how to set up a food budget and explains how scanning the weekly food ads, planning meals around the specials, and compiling a list accordingly can also help consumers get more for their food dollars. Numerous shopping tips are included. The booklet shows how to recognize quality in meat, poultry, fish, and produce. It discusses food labeling; government grades and standards; open dating; food safety, storage, and handling; and home gardening. It also explores a variety of shopping alternatives, from warehouse stores to farmers' markets. The nutrition section includes, in addition to the U.S. Daily Food Guide, an analysis of an adequate diet, an exploration of changing eating habits, and the latest trends in food merchandising, from new packaging to hypermarkets. Suggested resources include organizations, books, and pamphlets. (KC)

Middleton, John; Demsky, Terry
Vocational Education and Training: A Review of World Bank Investment. World Bank Discussion Papers 51.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1225-1
PUB DATE- Apr 89
NOTE- 143p.
AVAILABLE FROM- World Bank Publications, 1818 H Street, NW, Washington, DC 20433 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; *Economic Development; Financial Support; Foreign Countries; Industrialization; International Organizations; *Job Training; *National Programs; *Vocational Education
IDENTIFIERS- *World Bank

A study of a representative sample of 121 World Bank-funded vocational education and training components suggests that the level of economic development and consequent size and dynamism of industrial employment powerfully influence the outcome of such education and training. Consequently, future investment strategies should differ among countries that are at different levels of industrialization. Investments in middle-income countries should emphasize rehabilitation, quality improvement, and further development of institutional efficiency. In lower middle-income and larger lower-income countries, investments should support institutional development and policy issues, including separation of vocational education from other education and development of alternatives to direct government financing. In small low-income countries, resources should be concentrated in nonformal training centers, training quality, development of management capacity in training institutions, and aggressive marketing of training opportunities and services. These and other recommendations were based on the findings from analysis of questionnaire responses that provided quantitative data and narrative descriptive and evaluative data. (A 58-item bibliography and 30 tables appear in the report.) (CML)

ED 306 493 CG 021 626

Rayburn, Carole A.
Stress in Single and Married Clergy and Clergy Couples.
PUB DATE- Aug 88
NOTE- 10p.; Paper presented at the International Council of Psychologists (Singapore, August 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clergy; *Coping; *Sex Differences; *Spouses; *Stress Variables

Many stressed individuals seek help first from clergy, who in turn have stresses of their own. This study examined stress in single and married clergy and those clergy married to other clergy. In single clergy, 106 females and 134 males were compared on Osipow and Spokane measures and were found to differ significantly on stress from the Physical Environment. On the Religion and Stress Questionnaire, the women significantly more often saw women handling stress on the job in positive ways, were more offended by some changes in language, and were more positive about women using their birthnames instead of married names in religious settings. In married clergy, 145 females and 93 males were compared: the males had significantly higher Role Insufficiency, Role Ambiguity, and Role Boundary Vocational Strain and lower Recreation personal resources. The males had more experience of women being treated as a novelty in seminary but were less favorable to using gender-fair language in church. Clergymen married to nonclergy wives and clergymen married to clergy wives were very close in their scores on the Osipow and Spokane measures. Clergywomen married to nonclergy husbands had lower Role and higher Recreation and Social Supports. In clergy with nonclergy spouses, clergywomen scored significantly lower in Role Insufficiency and Role Ambiguity. (Author/ABL)

ED 306 508 CG 021 641

Iaccino, James F.
Evaluation of Illinois Benedictine's Freshman Advising Program via the New Benedictine Advising Survey.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *College Freshmen; Higher Education; *Program Evaluation; School Holding Power

Many colleges and universities lack a formal evaluation system to assess their advising programs. Illinois Benedictine College, however, has consistently evaluated its Freshman Advising Program (FAP) on an annual basis ever since its inception. In 1986, the college decided to implement the new Benedictine Advising Survey in the exit interview process in an effort to more thoroughly assess the needs of its freshman students. Responses to this instrument were very consistent with those obtained from the previously used Kramer and Gardner (1979) Form; further, current freshman evaluations were significantly higher in some advising areas when the 1986-1987 and 1987-1988 years were compared. Freshmen over those 2 academic years have rated advisors very strongly in most areas and have perceived their advisor to be a good and competent resource. These findings suggest that Illinois Benedictine College's FAP was successfully accomplishing its primary goals of allowing freshmen to take a more active role in their course scheduling and assisting them in their tentative life/career plans. The results of employing such an advising evaluation system had a positive impact on the college's student retention, suggesting that all colleges and universities should regard advising as an integral part of their mission statement. (Author/NB)

ED 306 523 CG 021 657

Walker, Hollie; And Others
Stress and Coping among Owners and Managers of Residential Care Facilities.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Society on Aging (35th, Washington, DC, March 18-21, 1989). For related document, see CG 021 656.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Coping; Job Satisfaction; *Nursing Homes; Older Adults; *Personality Traits; Quality of Working Life; *Residential Care; *Stress Variables

Stress and burnout are common in the caregiving professions. Stress negatively affects both the caregivers and patients. In order to help caregivers deal with stress effectively and to improve the care in residential care facilities, it is essential to learn more about the particular stressors that managers of such facilities experience. In this study, owners and managers of residential care facilities were surveyed to find out how much stress they experienced and how they coped with it. Data were gathered from 175 National Association of Residential Care Managers members. Lifestyle and personality traits were assessed to see how they affected perceived stress and career satisfaction. High levels of perceived stress as well as high levels of job satisfaction were found. No differences were found between male and female managers. The most common coping strategies were to bury one's feelings, to concentrate on what to do next, to stand one's ground, and to talk to someone about the problem. The negative correlation between perceived stress and job satisfaction suggests that emotional satisfaction that comes from serving their clients may be an uplift that compensates for the negative aspects of stress experienced by respondents and that other researchers failing to find such compensation should consider measures of job satisfaction as well as measures of health. (ABL)

ED 306 569 CS 211 420

Examen en Vue du Diplome Douzieme Annee, Langue et Litterature 30. Partie B: Lecture (Choix Multiples). Livret de Questions (Examination for the Twelfth Grade Diploma, Language and Literature 30. Part B: Reading--Multiple Choice. Questions Booklet). June 1988 Edition.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 88

NOTE- 22p.; For accompanying readings booklet, see CS 211 419; for part A, see CS 211 418. For January 1988 edition, see ED 293 143.

LANGUAGE- French

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Achievement Tests; *Canadian Literature; Foreign Countries; *French; *French Literature; Grade 12; Graduation Requirements; High Schools; Language Proficiency; Language Skills; *Language Tests; Multiple Choice Tests; *Test Items

IDENTIFIERS- Canada; *French (Canadian)

As part of an examination required by the Alberta (Canada) Department of Education in order for 12th grade students to receive a diploma in French, this booklet contains the 80 multiple choice questions portion of Part B, the language and literature component of the June 1988 tests. Representing the genres of poetry, short story, the novel, and drama, the questions deal with the eight literature selections presented in the accompanying readings booklet. These range from excerpts of works by French Canadian authors (Rina Lasnier and Michel Tremblay) through classic French authors (Sully Prudhomme) to modern French writers (Jean Giraudoux). Duration of the examination is 2 hours, and all instructions, text, and questions are in French. (MM)

ED 306 598 CS 211 850

Ackerman, John
Translating Context into Action (Reading-to-Write Report No. 8).
Technical Report No. 27.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 38p.; For the other reports in this series, see ED 285 206, CS 211 845-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Critical Reading; Cultural Context; *Freshman Composition; Higher Education; Protocol Analysis; *Reading Strategies; *Reading Writing Relationship; Student Reaction; Writing Improvement; Writing Processes; Writing Research
IDENTIFIERS- Reading to Write; *Writing Contexts; *Writing Strategies

This study is the eighth in a series of reports from the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. This report examines the initial reading strategies that a group of participating students used to begin a reading-to-write task and the impact of those strategies on the composing that follows. Subjects, 17 college freshmen (of a total of 72 participating either as controls or as experimental subjects), wrote essays, recorded their think-aloud protocols, and were interviewed concerning their reading and writing processes. Results indicated that students' history in school acts as a "legacy of literate behavior" in that the habits and assumptions from schooling appear as procedures for reading and writing and are evident in the opening moves by students to represent and translate a writing task into a draft. Results also indicated that students' opening moves often become a "legacy within the composition of a draft," but that they can begin to translate their immediate rhetorical situation into a more self-directed event by looking closely at the juncture between early comprehension and translation. (The Reading-to-Write study reference list is attached.) (RS)

ED 306 685 EA 020 953

Hopkins, Patricia
Against the Odds: Recruiting Minority Faculty and Staff. ORE Publication No. 88.14.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jan 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 1989). Some figures may reproduce poorly due to small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Blacks; Elementary Secondary Education; Employment Practices; *Ethnic Distribution; Ethnic Groups; Hispanic Americans; Incentives; Minority Groups; *Minority Group Teachers; Personnel Integration; Personnel Policy; Racial Balance; *Teacher Integration; *Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Austin Independent School District TX

The purpose of this paper is to describe the progress that Austin (Texas) Independent School District (AISD) has made in its affirmative action plan, and to outline the difficulties currently being faced in the recruitment of minorities in Texas and nationally. The status of the AISD is described, followed by statistics on the teacher supply in Texas as well as the nation. Nationally, many incentives to attract minorities and others into teaching have been proposed. Scholarships, fellowships, forgivable loans, and a "GI Bill" or "ROTC" approach to attracting blacks and Hispanics into teacher training programs are some examples. On a smaller scale, AISD has implemented minority recruitment and retention programs. Appended are 13 references and statistical figures on AISD status (1987), AISD new hiring (1987), teacher ethnicity, administrator ethnicity, age of AISD professionals, age of AISD administrators, attrition of AISD professionals, attrition of AISD administrators, comparison ethnicity of teaching candidates to AISD recruiting goals, AISD student teachers, and Texas teacher supply. (SI)

ED 306 702 EA 021 002

A State Policy-Makers's Guide to Public-School Choice. Draft.
Education Commission of the States, Denver, Colo.
PUB DATE- Feb 89
NOTE- 60p.
AVAILABLE FROM- Distribution Center, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 (Stock No. SI-89-1; $11.00 plus $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Improvement; *Elementary Secondary Education; Family Role; Family School Relationship; Magnet Schools; *Program Development; *Program Implementation; *Public Policy; *Public Schools; *School Choice

This policy guide draft pulls together information on the types of public school choice plans being implemented or debated across the nation. The guide describes six different kinds of plans that involve a choice among public schools: interdistrict, postsecondary options, second-chance, controlled-choice, teacher-initiated schools, and magnet schools. Each chapter elaborates on the interplay in each type of plan within the framework of finance equity, and school improvement. Six sections describe what the plan is, how it works, how finance and equity are played out, what the advocates and critics say, and how the plans are linked to school improvement. Each chapter concludes with a list of policy questions that must be answered as a community designs its own choice plan. The final chapter on "family information" provides a framework for thinking about the new relationship with families that districts and states must construct when families have the opportunity to choose their children's schooling. (SI)

ED 306 716   EC 212 778

The Role of Biased Processing in the Development of Aggressive Behavior in Children.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Nov 88
NOTE- 7p.
GRANT- K04HD00806; NIH-38765; NIH-42498
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Aggression; Antisocial Behavior; *Behavior Disorders; Children; Clinical Diagnosis; *Cognitive Processes; *Interpersonal Competence; Intervention; Models; Social Adjustment; *Social Development

The report summarizes recent and ongoing research on processes involved in the development of antisocial behavior disorders in children and adolescents. Studies address both the applied problem of preventing aggressive behavior and the overall relation of cognition to social behavior. A social information processing model of social competence is described, and the results of several studies emanating from this model are noted. Aggressive children are seen as deficient in processing at all five stages of the social information processing model: encoding, representation, response search, response decision, and enactment. A stage model for assessing processing patterns in aggressive children in clinical settings is proposed as a guide to focus intervention efforts. Current research efforts include a longitudinal study on the origins of aggressive behavior which explores whether patterns of deviant information processing are predictive of later aggressive behavior, and whether early family experiences predispose a child to develop deviant patterns of information processing. (JW)

ED 306 423	CE 052 395

The State of the Older Worker: Current and Future Needs. Joint Hearing before the Select Committee on Aging and the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session (September 14, 1988).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. House Select Committee on Aging.

PUB DATE- 89

NOTE- 187p.; Aging Comm. Pub. No. 100-692; Education and Labor Com. Pub. No. 106. Document contains some small type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; *Age Discrimination; Aging (Individuals); Dislocated Workers; Employment Practices; *Employment Problems; *Equal Opportunities (Jobs); Futures (of Society); Hearings; *Hispanic Americans; Middle Aged Adults; Needs Assessment; *Racial Discrimination

IDENTIFIERS- Congress 100th; *Older Workers

This document reports on a congressional hearing discussing the current and future needs of the nation's older workers. A particular focus is the concerns of Hispanic older workers. Topics include job displacement, age discrimination, racial discrimination, unemployment, and the need for specific legislation to alleviate problems. Testimony includes statements, prepared statements, and additional material received for the record from individuals representing the Department of Labor; Women's Research and Education Institute, Washington, D.C.; American Association of Retired Persons; National Council on Aging, Inc.; Nutrition and Health for Older Adults Program, Los Angeles Unified School District; International Institute, Los Angeles; Asociacion Nacional pro Personas Mayores, Los Angeles; 9 to 5, National Association of Working Women; Mexican-American Opportunity Foundation; and Placement Services for Older Workers, Pasadena, California. (YLB)

ED 306 465 CE 052 455

Curriculum Guide for Drafting Communication in Technology Education.
Connecticut Industrial Technology Association.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 88
NOTE- 99p.; For related documents, see CE 052 454-456.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; *Course Content; Course Organization; *Drafting; Industrial Arts; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; Vocational Education
IDENTIFIERS- *Connecticut

Consistent with the principles of the Connecticut Common Core of Learning, this competency-based curriculum guide for drafting provides a reference guide for educators to research and prepare for teaching the field of drafting communications. The guide contains 44 units in three levels. The introductory level covers the following topics: introduction, lettering, print reading, sketching, drafting tools, introduction to computer-aided drafting, geometric construction, single-view layouts, orthographic projection, dimensioning, sectional views, pictorials-isometrics and obliques, auxiliaries, drawing reproduction and storage, graphs and charts, and developments. At the intermediate level, topics are organized under two headings, mechanical and architectural. The mechanical section covers drafting tools, sketching, dimensioning and tolerancing, orthographic projection, sectioning, auxiliaries, pictorial-isometric and oblique views, fasteners, mechanical drive systems, architectural--floor plan design, frame member sizing, foundation configuration, stair layout, window and door schedules, sectioning, elevations, pictorials-perspectives, plot plan, and energy efficiency. The advanced level covers dimensions and tolerancing, threads and fasteners, production illustration, pictorials-perspectives, revolutions, developments and intersectings, descriptive geometry, specialized fields of drafting, and modeling and model making. Units list objectives, learning activities, resources needed, and competency tests. General information about the technology education program is also provided. (KC)

ED 306 538 CS 009 635

Ediger, Marlow
A Forward Looking Reading Program.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Educational Change; Elementary Education; Inservice Teacher Education; *Reading Instruction; *Reading Programs; Student Needs

Teachers, supervisors, and administrators need to have perspectives pertaining to the future in a quality reading program. A forward looking reading program emphasizes the following aspects: (1) starting instruction where each student presently is in achievement; (2) teaching diverse word recognition techniques; (3) increasing the purpose for learning in acquiring content; (4) improving the quality of basal textbooks as well as trade books; (5) providing more meaningful content; and (6) developing a better sequence of reading material content. Inservice education is needed to upgrade the teaching of reading as well as to develop a forward looking reading program. These inservice education approaches include: doing research to solve problems in reading; organizing faculty meetings to discuss specific problems in reading instruction; and attending professional meetings devoted to reading instruction. (MM)

ED 306 554 CS 009 652

Tama, M. Carrol
Critical Thinking: Promoting It in the Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Environment; *Critical Thinking; Discussion (Teaching Technique); Literature Reviews; *Metacognition; Student Needs; *Teacher Education; *Teacher Improvement; Teaching Methods
IDENTIFIERS- ERIC Digests; *Thinking Skills

A number of researchers argue that the classroom must nurture an environment providing modeling, rehearsal, and coaching, for students and teachers alike, to develop a capacity for critical thinking. Despite the difficulties, many teachers are now promoting critical thinking in the classroom. They are (1) promoting critical thinking by infusing instruction with opportunities for their students to read widely, to write, and to discuss; (2) frequently using course tasks and assignments to focus on an issue, question, or problem; and (3) promoting metacognitive attention to thinking so that students develop a growing awareness of the relationship of thinking to reading, writing, speaking, and listening. (RS)

ED 306 584 CS 211 828

Peck, David

Novels of Initiation: A Guidebook for Teaching Literature to Adolescents.

REPORT NO.- ISBN-0-8077-2951-5
PUB DATE- 89
NOTE- 193p.
AVAILABLE FROM- Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($17.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; English Instruction; High Schools; Literary Criticism; *Literature Appreciation; *Novels; Teaching Methods; *Twentieth Century Literature; *United States Literature

Intended as a guidebook for high school English teachers, this book contains analyses of American novels commonly read in high school English classes. Each chapter is divided into two sections: an analysis of the novel, including discussions of story and setting, characters, themes, and language and style; and a guide to teaching the novel in the classroom, containing suggestions for approaching the novel, writing and discussion topics, and bridges to related literary works. Two appendixes provide sample thematic units, with listings of appropriate titles, and a selective list of other American novels of initiation. A glossary lists literary terms discussed throughout the book. Novels covered in the book consist of: (1) "The Catcher in the Rye" (J. D. Salinger); (2) "Adventures of Huckleberry Finn" (Mark Twain); (3) "The Chocolate War" (Robert Cormier); (4) "Ordinary People" (Judith Guest); (5) "The Bell Jar" (Sylvia Plath); (6) "The Great Gatsby" (F. Scott Fitzgerald); (7) "The Red Badge of Courage" (Stephen Crane); (8) "To Kill a Mockingbird" (Harper Lee); (9) "Member of the Wedding" (Carson McCullers); (10) "The Red Pony" (John Steinbeck); (11) "A Day No Pigs Would Die" (Robert Newton Peck); and (12) "Roll of Thunder, Hear My Cry" (Mildred D. Taylor). (MM)

ED 306 730 EC 212 794

Baumgart, Diane; Anderson, Jane
Stepping Out: An Overview of the STEP Curriculum. Secondary Transition and Employment Project: STEP.
Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 27p.; For related documents, see EC 212 791-801.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Education; *Curriculum Development; *Disabilities; *Education Work Relationship; Instructional Effectiveness; Program Implementation; Secondary Education; *Transitional Programs; Vocational Education; Work Experience Programs

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, provides an overview of its sequential vocational curriculum intended to help students with mild, moderate, and severe handicaps to: (1) identify their vocational preferences and aptitudes; (2) use community resources to find out about jobs; (3) observe and sample jobs in the community; and (4) learn the necessary skills to enter competitive or supported work when they leave school. Program philosophy stresses its assessment based, comprehensive, functional, age-appropriate, integrated, and social nature. A chapter on effective instruction stresses development of an instructional plan and factors (such as instructional sequence and learning style) to consider. The chapter on effective implementation strategies suggests starting small, developing resources, resolving problems, and establishing credibility with the community. The four phases of the STEP model (career exploration, work exploration, career focus, and job preparation) are then detailed. Finally, STEP project products including field manuals, guides for transition planning, and staff development modules are listed. (DB)

ED 306 744 EC 212 808

Developmental Training Program: Individual Educational Plan/Individual Transitional Plan.

Educational Service Unit #9, Hastings, NE.

PUB DATE- Sep 86
NOTE- 93p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Disabilities; *Educational Diagnosis; Educational Planning; Elementary Secondary Education; *Individualized Education Programs; *Needs Assessment; Records (Forms); Skill Analysis; Student Educational Objectives; Student Evaluation; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans

The curriculum model and implementation procedures outlined in this manual for the Developmental Training Program for students with disabilities are based on two trends: the emphasis upon teaching functional skills in the natural environment and the need for educational programs which demonstrate measurability, reportability, and accountability. The manual presents implementation procedures for both the primary-level and the secondary-level student. Initial procedures involve assessing environmental requirements through a parent survey, a community living skills assessment, and a vocational skills evaluation. The same instruments are then completed from the perspective of the student's current skill levels. A discrepancy analysis is conducted to determine which discrepancies can be reduced through skill training, prosthetics, and/or environmental modification. Finally, the individualized education plan (IEP) or individualized transitional plan (ITP) is developed and is evaluated periodically through use of a skill acquisition index. At both the primary and secondary levels, copies of forms are included and a completed IEP/ITP form is offered as an example. (JDD)

The Status of the Missing Child Prevention and Identification Program in the Public Schools: As Reported by the State Board of Education. Submitted to the Governor, Lieutenant Governor, and the Seventy-First Texas Legislature, 1987-1988.

Texas Education Agency, Austin.

PUB DATE- Jan 89
NOTE- 12p.
AVAILABLE FROM- Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adolescents; Children; *Child Welfare; Elementary Secondary Education; Identification; Prevention; *Runaways; *School Activities; School Role; *Victims of Crime
IDENTIFIERS- *Kidnapping; *Texas

This report was prepared in response to a request from the 70th Texas Legislature that the Texas Education Agency implement a voluntary missing child prevention and identcation pilot program on school campuses. The report consists of four brief sections. "Historical Introduction" reviews legislative actions taken by the Texas Legislature to address the prevention and identification of missing children. "Implementation Plans and Strategies" describes the implementation of the voluntary missing child prevention and identification pilot program in the Manor, Pflugerville, and Round Rock Independent School Districts. "Verification of Implementation" discusses documentation of the pilot program and evaluation procedures to be used. Finally, three recommendations that could make the program more effectiive are proposed. These recommendations include: (1) appropriate use of existing student data files at the Texas Education Agency, with discretionary accessibility of student data determined by State Board of Education rule; (2) appropriate distribution of posters by the Department of Public Safety to school campuses monthly, with pictures, names, and dates of birth of school-age missing children; and (3) voluntary fingerprinting and photographing by school districts of each student entering first grade in Texas public schools. (NB)

ED 306 613 CS 506 616

Cullinane, Laura E.; Stacks, Don W.

Impact of Long-Term Communication Training on Managerial Style and Perceptions of Organization.

PUB DATE- 7 Apr 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Corporate Education; *Leadership Styles; *Management Development; Occupational Surveys; Organizational Climate; *Organizational Communication
IDENTIFIERS- *Management Styles; *Managerial Communication

A study examined the impact of a working commitment to corporate communication and corporate communication education on perceptions of management and managerial style and the more general perceptions of the organization. Subjects, 15 male mid-level managers at a large southeastern chemical plant that had in place a continuing corporate communication education program, were surveyed for their perceptions of organizational behavior. Results indicated that all managers fell into the high task/high relationship managerial style but differed significantly in their style range. Results also indicated that perceptions of the organization's communication were found to be significantly higher than reported national norms. (One figure and four tables of data are included; 22 references and a corporate management program seminar are attached.) (RS)

ED 306 628 CS 506 650

Williams, M. Lee; Whitcraft, Carol
An Analysis of the Implementation and Effectiveness of Management by Objectives (MBO) in Texas State Government.
PUB DATE- May 89
NOTE- 38p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Employer Employee Relationship;

*Management by Objectives; Organizational Communication; Organizational Objectives; *Program Effectiveness; *Program Evaluation; Questionnaires; *State Agencies; State Government
IDENTIFIERS- *Texas

A study reviewed the progress of the 1978 Management by Objectives (MBO) and other management effectiveness programs initiated in Texas state agencies, 10 years after implementation. Questionnaires were distributed to a 25% random sample of executives, middle managers, and first level supervisors across the 11 largest state agencies. Over 1,700 responses were analyzed, and results addressed issues concerning the successful implementation of MBO, communication factors, outcome factors (i.e. satisfaction, commitment, and productivity), development needs of managers, and demographics. Findings revealed that even though differences exist across agencies, the MBO program has received wide adoption at the managerial level and is producing positive results. In addition, results indicated that the best predictors of effectiveness in Texas state agencies were good communication with the immediate supervisor, good communication with individuals in the agency, clear job objectives, and good downward communication from top management. (Seven tables of data and 42 references are appended.) (Author/MM)

ED 306 642 EA 020 818

Brodinsky, Ben; Keough, Katherine E.
Students At Risk: Problems and Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-123-5

PUB DATE- 89
NOTE- 116p.
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00213; $13.95 plus $3.50 postage and handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Dropout Programs; Elementary Secondary Education; *High Risk Students; Labor Force Development; *Prevention; School Business Relationship
IDENTIFIERS- *Partnerships in Education

The 1987 American Association of School Administrators survey on students at risk reported that school districts and administrators are alarmed about increasing dropout rates and are taking action to stem this tide. This report analyzes the problems of at-risk youth and recounts ameliorative efforts throughout the United States. Section A reviews various forces placing students at risk. Societal forces include poverty, the hardships accompanying minority status, and the weakening of home influence. Forces originating with schools include the troubled curriculum, inappropriate academic standards, and the insensitive school atmosphere. Section B describes private- and public-sector efforts to work with schools to help high risk students complete their education and enjoy better employment prospects. Section C explains how to identify at-risk students, outlines holistic approaches, and describes model programs addressing specific school and youth issues, such as teenage pregnancy, substance abuse, and suicide. This section closes by detailing four main approaches to deal with at-risk youth: alternative curriculum, counseling, tutorials, and work-related business partnerships. Appendix A reviews the Committee on Economic Development's "Children in Need" report. Appendix B describes Project Literacy U.S., while Appendices C and D provide a statement and comments on at-risk youth from the Forum of Educational Organization Leaders. Three other appendices concerning international policies, child abuse prevention, and developing an at-risk policy are included. (MLH)

Niemeyer, Roger; Hatfield, Robert
Using the Curriculum Process as the Basis for Supervision/Leadership within a Collegial Environment.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Orlando, FL, March 11-14, 1989). Uneven type density may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Curriculum Research; Elementary Secondary Education; *Instructional Leadership; Leadership Styles; *Organizational Development; *School Organization; *School Supervision; Supervisory Methods

This paper is a proposal for supervision focusing on a definition of and rationale for leadership roles that provide support, development, and implementation of the curriculum process together with a school organization structure accommodating these roles and purposes. First, general perspectives on the supervisory process are offered, followed by a description of the rationale for and conceptual view of supervision. The implementation of a proposed supervisory model is described. As the organizational structure evolves over time most teachers would be expected to be members of Faculty Curriculum Teams, with each team responsible for the development, implementation, and effectiveness of the curriculum which they are responsible to teach. The curriculum team works in conjunction with the Building Curriculum Councils and the District Curriculum Forum. The paper ends with a description of the assumptions underlying the supervisory model. Appended are 21 references. (SI)

ED 306 758 EC 212 825

Winstead, Annie S.

Procedures Manual for Handicapped and Disadvantaged Programs.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 86
NOTE- 59p.; For related document, see EC 212 824.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Disadvantaged Youth; Evaluation Methods; Handicap Identification; *Program Administration; Secondary Education; *State Standards; Student Evaluation; Student Placement; *Vocational Education; Vocational Evaluation; Vocational Rehabilitation
IDENTIFIERS- *South Carolina

The manual is intended to help South Carolina school systems administer programs for handicapped and disadvantaged persons enrolled in vocational education programs. The manual focuses on: legal mandates; how students are identified; how students are assessed; the assessment instruments utilized; services that can be provided; how student progress can be charted; and placement requirements. A section on legal mandates notes key requirements of such federal and state laws and regulations as the Carl D. Perkins Act of 1984 and the South Carolina Board of Education Administrative Provisions for Handicapped and Disadvantaged Programs. Identification of students is covered next with information on outreach, referrals, placement, and records. Vocational assessment is discussed in terms of who is responsible, who to assess, when to assess, what to assess, how to assess, use of assessment data, and assessment instruments. Vocational/job training analysis, vocational education services including personnel services and support centers, and monitoring and evaluating student progress are briefly considered. Appended are sample referral, interview, evaluation, and other forms as well as a list of resources (written and audiovisual, and support agencies and personnel). (DB)

Management. Vocational Home Economics Education.
Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Nov 87
NOTE- 123p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrator Education; Behavioral Objectives; Careers; Course Content; *Decision Making; *Efficiency; *Occupational Home Economics; Program Administration; *Resource Allocation; Resources; Secondary Education; State Curriculum Guides; *Time Management

This curriculum guide for management is one of a number of guides developed for use in vocational home economics education in Texas. Introductory materials address use of the guide and list the essential elements upon which the content is based. The guide is divided into five units: identifying and using resources, using decision making, using the management process, managing time and energy, and career options related to management. Each unit lists competencies and subcompetencies at the beginning of the section. Concepts related to the competencies are listed in the right-hand columns. Learning and evaluation experiences are found in the left-hand columns. Teaching aids keyed to learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the guide. Designations have been used in the content for (1) developing skills within the Texas Common Elements for all vocational education; (2) applying basic/academic skills; and (3) developing critical thinking skills. Key points for content discussion and review are also indicated. A 10-item reference list is appended. (YLB)

ED 306 395 CE 052 338

Baran, Nancy H., Ed.
Your Guide for Teaching Money Management. Revised .
Household Financial Services, Prospect Heights, IL. Money Management Inst.
PUB DATE- 88
NOTE- 56p.
AVAILABLE FROM- Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, IL 60070 ($2.00; 10% discount on orders over $100.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Classroom Techniques; *Consumer Education; *Credit (Finance); Educational Resources; Elementary Secondary Education; Financial Services; *Income; Insurance; Investment; Learning Activities; Loan Repayment; *Money Management; Postsecondary Education; *Teaching Methods; Values; Values Clarification

This resource guide for teachers offers material for teaching money management in classes ranging from elementary through adult level. The guide covers seven key concepts in separate units: values and goals, income and employment, money management, financial products and services, credit, insurance, and savings and investments. Each unit includes generalizations, classroom objectives, learning activities, key terms, and an annotated list of suggested resources. In addition, the guide explains how to use an interdisciplinary approach, suggests community resources, and outlines how to adapt materials to groups of different ages and abilities. Student questionnaires, case studies, guidance for planning field trips, and a list of student research projects bulletin board ideas are provided. A reference list gives names and addresses for periodicals and newsletters, computer software, and associations and educational agencies. (KC)

ED 306 409 CE 052 373

What Ohioans Say about Vocational Education.

Ohio State Council on Vocational Education, Westerville.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Outcomes of Education; Public Opinion; *School Attitudes; Secondary Education; *Secondary Schools; *Vocational Education
IDENTIFIERS- *Ohio

A scientific sample of 820 Ohioans responded to a 10-question telephone survey about vocational education in Ohio. The findings, which can be generalized to all Ohioans, included the following: (1) four out of five say that it is extremely important or very important that vocational education remain part of high school programs; (2) nearly one of every two, their spouses, or one of their children has taken a vocational program; (3) one out of three say that the earnings of vocational graduates are above average compared to other high school graduates who do not go to college; (4) two out of three say that vocational programs do not limit students' opportunities to go to college; (5) one out of two know vocational students have to meet the same academic requirements for graduation as other students; (6) three out of four say that vocational education is available to high school students in their public school districts; (7) 40 percent say it is more important to prepare most high school students for work, and slightly more than 50 percent say it is more important to prepare them for college; (8) most say it is generally average students who take vocational education; (9) two out of three say it is advantageous for students to attend a vocational school or career center away from their high school; and (10) four out of five with children in school say a vocational program would be appropriate for at least one of their children. (CML)

ED 306 451 CE 052 429

Sammons, Morris; Kozoll, Charles E.
Making the Grade. A How-to Guide for Completing Self-Study Courses. The Guide Series in Continuing Education.
Illinois Univ., Urbana. Office of Continuing Education and Public Services.
PUB DATE- 86
NOTE- 13p.; For other guides in this series, see CE 052 428-430.
AVAILABLE FROM- Office of Continuing Education and Public Service, C-Suite 202 University Inn, 302 East John Street, Champaign, IL 61820 ($3.00; 25 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Correspondence Study; Distance Education; *Independent Study; *Learning Strategies; Nontraditional Education; Postsecondary Education; *Student Motivation; Study Guides; *Study Habits; *Study Skills

This booklet was developed to help self-study students develop an appropriate routine. It describes steps that many self-study students have used to finish all types of courses in a reasonable length of time and to excel academically in them. The material identifies how the student can control each lesson and the entire course, master material, and complete assignments and examinations well. The booklet stresses a positive attitude, well-completed initial assignments, a sound routine, the right atmosphere for study, preparing a realistic study plan, regular contact with the instructor, and continuous preparation for the final examination. (KC)

ED 306 494 CG 021 627

Tang, Thomas Li-Ping
The Meaning of Money Revisited: The Development of the Money Ethic Scale.
PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Beliefs; *Ethics; Sex Differences; *Test Validity; *Values
IDENTIFIERS- *Money; *Money Ethics Scale

Despite the fact that money is important in everyday life, there is a dearth of empirical material and research concerning the meaning of money and people's attitudes towards money in the psychological literature. This study examined the underlying concepts or beliefs people hold about money and the extent to which different needs can be fulfilled by money. Subjects (N=689) were adults in a variety of occupations who responded to a 25-page questionnaire measuring attitudes towards money as well as other variables, including the Money Ethic Scale. The results of a principal components factor analysis identified six clearly interpretable factors: achievement and obsession, good, power, expression, evil, and management of money. Results showed that males tended to have stronger positive attitudes toward money than did females. The overall value of money was associated with theoretical, economic, and political values and was negatively associated with aesthetic, social, and religious values. People's perception of money as a symbol of achievement and obsession was associated with many aspects of dissatisfaction with the job and life. Compared with previous studies, results supported the validity of the Money Ethic Scale. However, it appears that people's attitudes toward money may be influenced by sex, economic status, experiences, associates, employment situation, and many personality variables. (ABL)

ED 306 509 CG 021 642

Harrington, Thomas F.; Harrington, Joan C.
Value Choices--Similar or Different.
PUB DATE- 16 Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Career Choice; College Freshmen; *Cross Cultural Studies; Decision Making; *Employee Attitudes; Employment Level; Higher Education; *Individual Differences; Secondary Education; Secondary School Students; Sex Differences; *Student Attitudes; Two Year Colleges; Two Year College Students; *Values; *Work Attitudes
IDENTIFIERS- Australia; Canada; Puerto Rico; United States

Values are important in understanding what a person wants from life, from work, and from the various roles that one plays in life. This study examined the most and least popular values chosen by diverse groups of people: 9,650 U.S. students in grades 7 through 12; 2,925 U.S. college freshmen; 571 Spanish-speaking Americans from Massachusetts and Puerto Rico; 2,113 Canadian school and community college students; and an Australian sample consisting of 2,157 secondary school students, 835 college and postsecondary school students, and 777 adult employees of 25 international companies. All subjects were administered the Harrington-O'Shea Career Decision-Making (CDM) System. Subjects selected from 14 values the four they considered most important to them. The findings suggest that there is some commonality across cultures in value preference. Individual variation in the selection of values appeared to occur after satisfying basic survival needs; these are reflected in the values of good salary and job security. Few gender differences were found, while there were definite differences noted between adults and younger subjects in their prioritizing of work values. (NB)

ED 306 655 EA 020 883

Stubbs, Margaret L.
Sex Education and Sex Stereotypes: Theory and Practice. Working Paper No. 198.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 89
NOTE- 27p.
AVAILABLE FROM- Publications, Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($4.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Menstruation; Sex Discrimination; *Sex Education; *Sex Fairness; *Sex Stereotypes; *Student Participation; *Teacher Attitudes; *Teacher Response

This paper presents an explanation of practitioners' reactions to sex equitable sex education. Several constraints can prohibit practitioners from engaging in sex equitable sex education: (1) lack of community support; (2) lack of expertise in human sexuality education; (3) vagueness of school committee views; and (4) lack of answers to logistical questions. Strategies for attracting attention to these constraints are provided. One researcher's experience as an advocate of sex equitable menstrual education is described. Appended are 17 references. (SI)

ED 306 686 EA 020 955

Thomson, James R., Jr.; Schuck, Robert F.
Variables Associated with First Year Teacher Morale Which Can Be Identified in a Teacher Education Program.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Higher Education; Self Concept; Standardized Tests; *Teacher Characteristics; *Teacher Education Programs; *Teacher Morale
IDENTIFIERS- ACT Assessment; *Mississippi

This paper presents a study of the personal variables associated with first-year teacher morale that can be identified early in the training programs of novice teachers. This study is based on data derived from 96 (76.6 percent) of the graduates teaching in Mississippi. Data were collected through the use of five special instruments: (1) "Personal Trait Inventory"; (2) "Myself as a Teacher Scale"; (3) "Purdue Teacher Inventory"; (4) "American College Test" (ACT); and the (5) "College Outcome Measures Project." The data show that beginning teachers' morale at the end of their first year of teaching is related to their self-image as teachers. Personal traits of active/enthusiastic/flexible and ingenious/industrious behaviors are good predictors of their later morale. General cognitive achievement as indicated by ACT scores, as well as gender and age, are also important predictors of their satisfaction with teaching. Appended are six references and two tables. (SI)

ED 306 703 EA 021 003

Public School Choice: New Options for New Jersey Students, Parents, and Educators.

New Jersey State Dept. of Education, Trenton.

REPORT NO.- PTM-900.15

PUB DATE- May 89

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Dropout Programs; Dropout Rate; Elementary Secondary Education; Incentives; Magnet Schools; *Program Development; *Public Schools; *School Choice

IDENTIFIERS- *New Jersey

This report contains detailed descriptions of three program recommendations regarding public school choice. The recommendations are a result of a study conducted by the New Jersey Department of Education, in which public school choice and magnet schools were examined. The three recommended programs described are (1) Intradistrict Choice Program; (2) Project Attain; and (3) Learning Incentives Program. These three programs are voluntary, 3-year pilots designed to encourage choice within a district, dropouts to return to school, and high school juniors and seniors to take courses in another high school or a college. A list of questions and answers is included. Appended is a program budget summary. (SI)

ED 306 365 CE 052 303

Griffin, Wilma Pitts; And Others

Single Parent/Homemaker and Wage Earner: Techniques for Managing Dual Roles.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 86
NOTE- 163p.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Adults; Competency Based Education; Course Content; *Day Care; *Early Parenthood; *Family Life; Learning Activities; *One Parent Family; Parent Education; *Parenting Skills; Postsecondary Education; Secondary Education; State Curriculum Guides; *Stress Management; Teaching Methods
IDENTIFIERS- Texas

This curriculum guide for a course on single parenting was developed for regular consumer and homemaking education classes for secondary students and for classes for adults, out-of-school youth, or single parents. The guide is based upon the essential elements identified for consumer and homemaking education and enacted in the 1985-86 school year in Texas. The guide begins with a summary table of essential elements, competencies, and subcompetencies, with essential elements listed by courses. The competencies and subcompetencies are grouped under four broad concepts that summarize the areas in which both teenage and adult single parents appear to need assistance: managing the dual role; developing parenting skills; reducing stress; and securing adequate child care. The following components are included in the curriculum: title of course; title of broad concept; essential elements; competencies; subcompetencies; concepts and generalizations; objectives; evaluation; learning activities; and teaching/learning activity masters for handouts or transparencies. Appendices include a vocabulary list and 13 references. (KC)

ED 306 438   CE 052 413

Family and Medical Leave Act of 1989. Report Together with Minority, Supplemental, Additional, and Individual Views. House of Representatives, 101st Congress, 1st Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-101-28-Pt1
PUB DATE- 13 Apr 89
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; Attachment Behavior; *Child Rearing; Disabilities; Federal Legislation; *Leaves of Absence; Neonates; Older Adults; *Parent Child Relationship; *Personnel Policy
IDENTIFIERS- Congress 101st; *Family Leave; *Medical Leave

The House Committee on Education and Labor recommended passage of the Family and Medical Leave Act as amended and submitted the following regarding the legislation: (1) a synopsis of committee action in the 101th, 100th, 99th, and 98th Congresses; (2) background and need for the legislation, based primarily on previous testimony heard by the committee; (3) an explanation of the bill, including a section-by-section analysis; (4) the amendment, which would extend coverage to address the situation of public elementary and secondary school teachers and also clarify some other items; and (5) individual views by Representatives Steve Gunderson, Marge Roukema, and William Gooding. The legislation considered would entitle employees to up to 10 weeks leave over a 2-year period to care for a newborn or newly adopted child or to care for the employee's child or parent who has a serious health condition. Employees would be able to take up to 15 weeks leave per year if they are unable to perform their jobs because of a serious health condition. (CML)

ED 306 524 CG 021 658

Horgan, Dianne D.; Simeon, Rebecca J.
Gender, Mentoring, and Tacit Knowledge.
PUB DATE- 88
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Age Differences; Interpersonal Competence; Job Satisfaction; Knowledge Level; Marriage; *Mentors; *Sex Differences
IDENTIFIERS- *Practical Knowledge

Practical or "tacit" knowledge has been argued to be critical for managerial success. Mentoring may be one way in which tacit knowledge is learned. This study examined the relationships of tacit knowledge, mentoring, gender, and competence. Subjects were managers (N=57) in a southern city. No significant gender differences were found on any of the tacit knowledge measures, although men did score slightly higher than women. The only significant correlation for the entire sample was the number of times married, with those married fewer times scoring higher on tacit knowledge. This suggests that the general skills necessary to maintain a long-term marriage are related to those necessary for managerial success. Someone who felt competent on the job and was more interpersonally competent was more likely to mentor than others. Older women were less satisfied with their jobs than were younger women. Women with higher grade point averages had been married more times, while men with higher grade point averages had been married fewer times. Mentoring experiences did not appear to affect tacit knowledge. The processes involved in mentoring relationships may be especially complex for women. (ABL)

ED 306 539 CS 009 636

Schmelzer, Ronald; Henson, Kenneth
Episodic Mapping: A Technique To Help Students Understand Stories.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Reading Instruction; *Reading Strategies; Story Grammar; Teaching Methods
IDENTIFIERS- *Narrative Text; Semantic Mapping; *Story Mapping; Story Structure

Semantic mapping is effective with expository prose but not as effective with narrative prose. To achieve a better understanding of narrative prose, yet still keep the benefits of semantic mapping, the traditional approach can be modified into a technique called "episodic mapping." Episodic mapping is based on the idea that most stories contain several major ideas and follow a particular structure, typically called story grammar. While the grammar of individual stories may vary, the structures of most stories focus around setting, plot, and resolution. The five elements in episodic mapping include: setting, problem/goal, major episodes, theme, and resolution. After episodic mapping is understood, the next step is to teach it to the students. In a classroom application, students grades 3 through 6 were very responsive to episodic mapping, with "low" students benefitting the most. Episodic mapping has potential for the reading teacher who is trying to teach and encourage interest in narrative prose. (MM)

ED 306 555 CS 009 653

Shermis, Michael
Critical Reading and Thinking: Instructional Strategies. Focused Access to Selected Topics (FAST) Bibliography No. 36.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 6p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Critical Reading; *Critical Thinking; Elementary Secondary Education; *Problem Solving; Skill Development; Teaching Methods
IDENTIFIERS- Higher Order Learning; Higher Order Skills; Thinking Skills

This bibliography contains 23 annotations of resources in the ERIC database (ranging from 1985 to 1989) on helping students develop higher level and analytical skills, such as critical reading and thinking. The citations include instructional strategies for teaching visual literacy, religion, spelling, reading, semiotics, problem solving, literature and composition, metaphorical thinking, and home economics. Some references focus on particular groups, such as adolescents or at-risk students. (MS)

Patil, P. B.
Virginia Woolf's "Mrs. Dalloway": A Suggested Experiment in Classroom Stylistics.
PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language and Teachers of English to Speakers of Other Languages (22nd, Edinburgh, Scotland, April 11-14, 1988). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; *Literary Criticism; *Literary Styles; Literature; Prose; Syntax; Text Structure
IDENTIFIERS- Literary Theory; *Stylistics; Text Factors; *Textual Analysis; Woolf (Virginia)

One of the central problems in the study of fictional prose is that of distinguishing between mere linguistic regularity, which in itself is of no interest to literary studies, and regularity which is significant for the text in which it is found. General criteria for determining whether any particular instance of linguistic prominence is likely to be stylistically relevant or not are lacking. In "Mrs. Dalloway" the features that are noteworthy are largely syntactic, and are in the realm of syntactic imagery, where the syntax "serves a vision of things." Since there are innumerable kinds of deviances, the ones selected by the author spring from particular semantic impulses, particular ways of looking at experience. The vision provides the motivation for their prominence: it makes them relevant, however ordinary they may be. The style of "Mrs. Dalloway" rests very much on foregrounding of this kind. Stylistics can help teachers of English to achieve in literature classes useful insights that they could not achieve without them. But they should be aware of stylistic principles and procedures and know how to apply them to a literary text in an eclectic manner. (Eleven references are attached.) (RAE)

ED 306 585 CS 211 829

Evans, Helen, Ed.
Write a Research Paper One Step at a Time: Research Writing Guide.
Cypress-Fairbanks Independent School District, Houston, Tex.
PUB DATE- 88
NOTE- 27p.; Update of Steps to Success: Writing the Research Paper. Some pages printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 6; Instructional Materials; *Research Papers (Students); *Research Skills; Secondary Education; Teacher Developed Materials; *Writing Instruction
IDENTIFIERS- *Research Training; Texas

Intended to supplement the textbook series "Houghton Mifflin English Grammar and Composition" and to offer students and classroom teachers in the secondary schools a review of research writing, this guide outlines a step-by-step process allowing for thorough student comprehension and comfort with the application of basic research and writing skills. The table of contents reflects the series of steps involved in this process: (1) select a topic; (2) write a thesis statement; (3) make an outline; (4) research the subject; (5) record sources on "works cited" cards; (6) take notes; (7) write a rough draft; (8) use parenthetical references for documentation; (9) list the works cited; and (10) revise, proofread, and write the final paper. A sample cover page, outline, research paper, and works cited list are included. A list of correlations of curriculum to Texas Essential Elements for Library/Information Skills for grades 6, 7, 8, and 9-12 conclude the guide. (SR)

ED 306 599 CS 211 851

McCormick, Kathleen
The Cultural Imperatives Underlying Cognitive Acts (Reading-to-Write Report No. 9). Technical Report No. 28.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 44p.; For the other reports in this series, see ED 285 206, CS 211 845-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Critical Reading; *Cultural Context; *Freshman Composition; Higher Education; Protocol Analysis; Reading Processes; *Reading Writing Relationship; Student Reaction; Writing Processes; Writing Research
IDENTIFIERS- Academic Discourse; Reading to Write

This study is the ninth in a series of reports from the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. This report focuses on ways in which broadly-based cultural and institutional factors silently influence students' reading and writing behaviors. Subjects, 57 students enrolled in freshman composition, wrote an essay on time management and had their think-aloud protocols recorded as they composed their first drafts. The subjects' essays were then examined and the subjects were interviewed. The report first examines the methodologies involved in reading students' papers and listening to their remarks, explores some students' and educators' positions on the nature of reading and writing, and explains some of the ways in which ideology functions in a society and in educational systems in general. The report then explores three interrelated culturally-based assumptions which seem to have guided many of the students' determinations of their task definition: the desire for closure; a belief in objectivity; and a refusal to write about perceived contradictions. (One table of data is included; the Reading-to-Write study reference list of references and the interview questions for students are attached.) (RS)

ED 306 717 EC 212 779

Sargent, Laurence R.
Systematic Instruction of Social Skills (Project SISS). Second Edition.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- 88
NOTE- 438p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; Check Lists; Class Activities; *Daily Living Skills; Elementary Secondary Education; Employer Employee Relationship; *Interpersonal Competence; Interpersonal Relationship; Lesson Plans; *Mental Retardation; Normalization (Handicapped); Peer Relationship; Prosocial Behavior; *Social Cognition; Student Behavior; Teacher Student Relationship
IDENTIFIERS- *Direct Instruction

The revised curriculum addresses systematic social skills instruction of mentally retarded students, particularly those with behavioral difficulties. An introductory chapter presents a broad perspective on social competence and the rationale, methods, and content for teaching social skills. Procedures for direct instruction of social skills are also described: establishing need, identifying skills components, modeling, role playing, practice, generalization, and transfer. The bulk of the document consists of 100 lesson plans arranged by level of instruction (primary, intermediate, junior high, senior high) and focused on seven skill areas: classroom, school building, personal, interaction initiative, interaction response, community, and work. At the elementary level, lessons are directed toward skills performed in the school environment. For junior high students, instruction emphasizes social skills used in school and community environments. Peer-, community-, and work-related social skills are addressed at the high school level. The lesson format includes objectives, performance criteria, materials, and detailed procedures. Lessons teach such skills as gaining teacher attention, boarding the school bus, taking turns in games and activities, asking another child to play, staying out of fights, responding to public authority, dealing with an accusation in school, asking for a date, and negotiating on the job. Concluding the monograph are references, a social skills rating checklist, and homework report forms. (JW)

ED 306 731 EC 212 795

Baumgart, Diane; And Others

Community-Based Vocational Training Field Manual. A Guide for Interpreting State and Federal Wage Hour Guidelines, Insurance Coverage, and Development of Community Sites for Students with Mild, Moderate, or Severe Handicaps. Secondary Transition and Employment Project: STEP.

Idaho Univ., Moscow. Dept. of Special Education.

SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 87

NOTE- 110p.; For related documents, see EC 212 791-801.

GRANT- G00-843-0013

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disabilities; *Education Work Relationship; Federal Legislation; Insurance; *Labor Legislation; Program Development; Secondary Education; *Staff Development; State Legislation; *Transitional Programs; Vocational Education; Work Experience Programs

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended for agency or school staff developing a community-based vocational training program for persons with mild, moderate, or severe disabilities. The guide is intended to be used with three available video tapes. The first module's goal is the understanding and proper application of the state and federal wage hour guidelines. Sample sub-goals include determining if an employer-employee relationship exists and assessing a worker's productivity and pay rate. Module II involves understanding and properly applying insurance guidelines with such subgoals as: determining the extent and type of insurance coverage provided under the agency's current policy, and determining the student or adult is covered by the business' insurance. The third module stresses the delineation of strategies for developing training sites or work stations in the following sub-goals: distinguishing between a work station, work assignment, and job placement; evaluating each site with respect to worker integration, training required, number of placements per site, and availability of similar employment in the community; and developing a short presentation and/or handout on the agency/school's community-based vocational training program. Appendixes include such texts as: "Employment Relations Under the Fair Labor Standards Act" and "Regulations, Part 524. Special Minimum Wages for Handicapped Workers in Competitive Employment." (DB)

ED 306 745 EC 212 809

Margalit, Malka; And Others
Technology Integration in Problem Solving Training: The Family Perspective.
PUB DATE- Dec 88
NOTE- 28p.; Paper presented at the Council for Exceptional Children/Technology and Media Division Conference on Special Education and Technology (Reno, NV, December 11-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; *Disabilities; Elementary Education; *Expectation; Family Environment; Hebrew; Instructional Effectiveness; *Intervention; Junior High Schools; Keyboarding (Data Entry); Microcomputers; Parent Attitudes; *Parent Participation; *Parent Role; Parent Student Relationship; Preschool Education; Sex Differences; Writing Skills

Two studies explored parental expectations and home computer practice in families with special needs children. The first involved 48 parents of special needs children, aged 3.6 to 14.5 years. On a coping instrument, a mood scale, and a difficulties and expectations scale, parents indicated that important concerns for their children included: ability for independent life in adulthood, vocational opportunities, learning difficulties, and leisure activities. Health difficulties, discipline problems, and social difficulties were less emphasized. Parents viewed the computer as a source of help in learning, leisure activities, and widening future vocational possibilities. Compared to mothers, fathers expressed higher levels of concern regarding their children's difficulties and higher expectations from use of technology. In a second study, 14 fathers and 10 mothers, representing 18 families, participated in group meetings which involved a study of information processing and problem solving; and training in use of Niflaot software, a Hebrew software which enhances keyboard and writing skills of special education children. Observations revealed that parents initially had overenthusiastic expectations, and subsequently reduced their active involvement due to parental role overload and fatigue. Fathers were more involved than mothers and slowly developed a new ground for parent-child interactions, but also experienced fatigue and role overload. (JDD)

ED 306 424   CE 052 396

The Senior Community Service Employment Program: Its History and Evolution. A Report by the National Council on the Aging to the Chairman of the Select Committee on Aging. House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
REPORT NO.- House-Comm-Pub-100-695
PUB DATE- Dec 88
NOTE- 29p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Services; *Disadvantaged; *Employment Programs; Federal Legislation; *Federal Programs; Job Training; Minority Groups; *Older Adults; Outcomes of Education; *Program Effectiveness
IDENTIFIERS- Congress 100th; *Older Americans Act 1965; Older Workers; *Senior Community Service Employment Program

The Senior Community Service Employment Program (SCSEP)--now Title V of the Older Americans Act--evolved from Operation Mainstream, a pilot project established under Title II of the Economic Opportunity Act. Operation Mainstream, which was first funded in 1965, provided jobs for chronically unemployed, poor adults in a wide range of activities to improve the social and physical environment primarily in rural areas. Older adults were one of the target groups to be served by Operation Mainstream. Operation Mainstream's older worker component was converted from a pilot project into a national, ongoing program when the 1973 Older Americans Comprehensive Services Amendments became law. It was officially designated as the Older Americans Community Service Employment Act (Title IX of the 1973 Older Americans Comprehensive Services Amendments). Throughout its history, the SCSEP has served some of the most disadvantaged persons in society, particularly those with poverty incomes, limited education, and minority status. Numerous evaluations of SCSEP and its predecessor--the Mainstream Older Workers pilot project--have shown them to be very effective programs that should be retained and strengthened. (Author/KC)

ED 306 466 CE 052 456

Curriculum Guide for Electronics in Technology Education.
Connecticut Industrial Technology Association.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- Jun 88
NOTE- 74p.; For related documents, see CE 052 454-455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Competence; *Competency Based Education; *Course Content; Course Organization; *Electricity; *Electronics; Industrial Arts; Secondary Education; *State Curriculum Guides; Teaching Methods; Technical Education; Vocational Education
IDENTIFIERS- *Connecticut

Consistent with the principles of the Connecticut Common Core of Learning, this competency-based curriculum guide for electronics provides a reference guide for educators to research and prepare for teaching the field of electronics. The guide contains 22 units that cover the following topics: theory of matter; safety; direct current; magnetism; electromagnetism; sources of electricity;

alternating current; inductance; transformers; capacitance; R C L circuits; basic semiconductors; power supplies; transistor amplifiers; operational amplifiers; electronic instruments; electronic assembly methods; electronic wiring symbols; digital integrated circuits; radio receiver; radio transmitter; and computer theory. Each unit contains a list of competencies and a short content outline. A list of 27 references is included. (KC)

ED 306 614 CS 506 625

Bacheler, Virginia
The View from Here: Candidates' Thoughts on Local Televised Debates.
PUB DATE- May 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989). A previous version was presented at the Annual Meeting of the New York State Communication Association (October 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Television; *Debate; Debate Format; Interviews; *Political Campaigns; *Political Candidates; Political Influences; Political Power; Public Opinion
IDENTIFIERS- Media Coverage; Partisan Elections; Strategic Planning

Televised political debate has become an expected element in most political races for public office: as important as door-to-door campaigning, as crucial as purchased media time, as strategized an element as scheduling press conferences. In order to address candidates' opinions of local televised debates, who should participate in them, and what role debates play in a candidate's overall campaign strategy, a study interviewed local candidates for public office in New York State, as well as party chairpersons and campaign advisors (nine persons in all). Results of the interviews showed that (1) candidates regarded debates as strategy--how to show a favorable aspect of themselves or their record while trying to expose some negative aspect about their opponent; (2) candidates were not uniform in their opinions of what is a desirable debate format although the majority agreed that some time for head-to-head confrontation between candidates is reasonable; (3) televised debates were a very important part in solidifying in the voters' minds which candidate to vote for; (4) candidates were not opposed to debating under most circumstances and cited only extreme examples when asked when would they not debate; and (5) candidates generally liked debating because they wanted to prove to themselves that they were good debaters, it built their self-confidence as a candidate, and it could spark a trend in post-debate coverage that could last for weeks. (A list of the interviewed candidates is attached.) (MS)

ED 306 629   CS 506 653

Applegate, Edd
Magazine Production: A Selected, Annotated Bibliography of Audio-Visual Materials.
PUB DATE- 89
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Higher Education; Instructional Materials; *Periodicals; *Printing; Production Techniques; Publications

This bibliography, which contains 13 annotations, is designed to help instructors choose appropriate audio-visual materials for a course in magazine production. Names and addresses of institutions from which the materials may be secured have been included. (MS)

ED 306 656 EA 020 885

Short, Paula M.; And Others
Women Professors of Educational Administration: A Profile and Salient Issues.
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; *Educational Administration; *Employment Opportunities; Equal Opportunities (Jobs); Higher Education; *Mentors; Occupational Surveys; Profiles; Research Skills; Sex Discrimination; Sex Role; Sex Stereotypes; Socialization; Social Networks; Statistical Analysis; *Women Faculty
IDENTIFIERS- *Networking

The purpose of this study is to assess the current status of women professors of educational administration. Research findings are reviewed and discussed in the areas of socialization of women and sex-role stereotyping, mentoring, and networking. A 37-item questionnaire addressed background information, graduate school experiences, first employment, current status, and job satisfaction. A five-point Likert scale was used to record perceptions of career and personal-related qualities and characteristics. Four open-ended questions asked for a list of discriminatory practices in hiring and promotion, and perceptions of additional thrusts needed in preparation programs for K-12 administrators that relate to equity issues. Of the identified 190 women professors of K-12 educational administration in colleges and universities, 130 (70 percent) returned questionnaires. The study findings suggest several implications relative to encouraging more women graduate students to enter the professoriate: (1) women graduate students should be given greater opportunities to further develop research skills; (2) women students must begin networking in graduate school; (3) the lack of women mentors from the professor ranks is highlighted by this study; and (4) women professors of K-12 administration provide models for school districts and the public-at-large, contributing to the positive image of women as educational administrators and leaders. Appended are 6 tables and 29 references. (MLF)

ED 306 671 EA 020 926

Emrick, William S.
Mentoring Handbook.
Ferguson-Florissant School District, Ferguson, Mo.
PUB DATE- 10 Jun 88
NOTE- 85p.; A product of the Office of Human Resources.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Excellence in Education; *Interprofessional Relationship; *Mentors; Models; *Teacher Certification; *Teacher Education Programs; *Teacher Effectiveness; *Teaching Skills
IDENTIFIERS- Missouri

This handbook focuses on the development of a mentor program at the Ferguson-Florissant School District in Missouri. The states's Excellence in Education Act suggests and the recently amended rule for teacher certification requires that beginning teacher support systems include a mentor program. The purpose of this program is to give new teachers opportunities through training and assistance to improve their chances of achieving a successful teaching career. It also provides mentor teachers with the opportunity for sharpening skills that are already present and to expand upon teaching skills and knowledge. The program is described under these topics: (1) program goals; (2) mentor selection criteria; (3) mentor teacher's tasks and duties; (4) definition of new teacher; (5) new teacher training; (6) program administration; (7) program evaluation; (8) mentor's function(s); (9) mentor teacher qualities; (10) mentor behavior; and (11) beneficial aspects. Appended are 20 case studies, a list of what mentors can do, and sample professional development plans for a beginning teacher. (SI)

ED 306 704 EA 021 006

Public School Choice: National Trends and Initiatives.
New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-800.52
PUB DATE- Dec 88
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bureaucracy; Community Development; *Educational Trends; Elementary Secondary Education; *Magnet Schools; Parent Role; Program Design; *Program Implementation; *Public Schools; *School Choice; School Size
IDENTIFIERS- Minnesota; *New Jersey

This report offers a framework and conceptual base for a statewide discussion of public school choice. A review of choice activities in other states and an analysis of typical components in a choice program are provided. Organized into four main chapters, the report starts with an explanation of the concept of choice followed by a review of the historical background of the modern choice movement. Next is a detailed description of the use of magnet schools in systems of choice, followed by a review of choice programs around the nation, including indepth portraits of programs in Minnesota, Massachusetts, and New York. Chapter 4 analyzes the shared characteristics of the choice programs studied, including school size, school bureaucracy, development of a sense of community, and role of parents. The fourth chapter is followed by summaries and analyses of the main types of choice programs used in the nation. Appended are 177 references, 79 interviews, Cambridge entrance criteria, citywide planning advisory council bylaws (Fall River, Massachusetts), and Minnesota Enrollment Options Program sample board resolution. (SI)

ED 306 759 EC 212 826

Carruth, Ellen D.; Black, Robert S.
Data Report on Programs for the Handicapped, 1987-1988.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 88
NOTE- 36p.; For the 1986-87 report, see ED 295 410.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; *Compliance (Legal); Delivery Systems; *Disabilities; Elementary Secondary Education; Enrollment; Federal Legislation; Incidence; Itinerant Teachers; Public Schools; Resource Room Programs; Special Classes; Special Education Teachers; *State Programs; *Statistical Data; Transportation

IDENTIFIERS- *South Carolina

The report, required by Public Law 98-199, provides data on the total number of handicapped pupils, ages 6 through 21, served by the South Carolina public schools as determined on the December 1, 1987, Child Count. Tables include information on the following: public school programs for handicapped children reported by category of handicapping condition and program model 1987-88; handicapped children receiving services in public school programs by category of handicapping condition 1987-88, number of handicapped children served in the self-contained program model, number of handicapped children served in the resource room program model, number of handicapped children served in the itinerant program model, number of handicapped children served in other modes of service delivery, number of teachers of handicapped children, other personnel employed to provide special education and related services, multi-district educational programs, educational programs in other facilities, in-state institutions, out-of-state institutions, special transportation for the handicapped, Education of the Handicapped Act, Part B Flow Through Funds 1988, Public Law 99-457 Preschool Grant Flow Through Funds 1988, and the Evaluation, Diagnosis and Prescriptive Program. (DB)

ED 306 381 CE 052 319

Consumer and Family Economics. Vocational Home Economics Education.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Oct 87
NOTE- 288p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Careers; *Consumer Economics; *Consumer Education; Course Content; Entrepreneurship; *Family Income; *Government Role; Home Management; *Money Management; *Occupational Home Economics; Purchasing; Secondary Education; State Curriculum Guides

This curriculum guide for consumer and family economics is one of a number of guides developed for use in vocational home economics education in Texas. Introductory materials address use of the guide and list the essential elements upon which the content is based. The guide is divided into seven units: family economics, consumers in the economy, role of government, consumer purchasing and consumer assertiveness, obtaining income, protecting family economic security, and consumer careers. Each unit lists competencies and subcompetencies at the beginning of the section. Concepts related to the competencies are listed in the right-hand columns. Learning and evaluation experiences are found in the left-hand columns. Teaching aids keyed to learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the guide. Designations have been used in the content for (1) developing skills within the Texas Common Elements for all vocational education; (2) applying basic/academic skills; and (3) developing critical thinking skills. Key points for content discussion and review are also indicated. A 10-item reference list is appended. (YLB)

ED 306 396 CE 052 339

Martin, Rachel, Ed.; Eddy, David, Ed.
Focus on Basics: Innovative Teaching Practices for Adults. Volume 2, Number 2.

World Education, Inc., Boston, MA.
PUB DATE- 89
NOTE- 13p.
AVAILABLE FROM- World Education, Inc. 210 Lincoln Street, Boston, MA 02111.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Adult Basic Education; *Adult Literacy; Basic Skills; Educational Innovation; *Literacy Education; Participative Decision Making; *Student Developed Materials; Student Publications; Teaching Methods; *Writing for Publication
IDENTIFIERS- *Participatory Research

This issue begins with "Listen to a New Word: Publishing from the Grassroots" (Rachel Martin) about a movement to publish the writings of adult literacy participants. The article looks at what these writings have to say about the world and why the world needs to listen. "Effective Practice: Panning for Gold" (Zona Johnson, Sharon Cox) discusses how and why the authors teach writing and point out why everyone needs a "literature of poor folks." "Research within Reach: Participatory Action Research and the Literacy Classroom" (Marilyn Gillispie) discusses a search for a framework to help participants in the classroom move from self-reflection in their writing to analysis and action. Other contents of this issue are excerpts from magazines and literacy publications that print the work of working-class writers, and information on the ways that literacy publishing projects are funding and distributing their materials. (YLB)

ED 306 410   CE 052 375

McGarva, Mary
Making Reading "Easier."
Adult Literacy and Basic Skills Unit, London (England).

PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Foreign Countries; Functional Literacy; Functional Reading; Readability Formulas; *Reading Instruction; *Reading Materials; *Reading Material Selection
IDENTIFIERS- England

This article suggests the following ways of making material easier for adults to read: using layout and print size to make meaning clear; making audio recordings and simplified versions of printed matter; and increasing the relevance of the content to the reader. Intended for teachers of adults in reading programs, the study also contains a readability formula and instructions on its use; a list of reasons why teachers should use such formulas; tips for re-writing materials; advice on using a checklist to reveal the reading skills required by a text; and steps students can take to track their reading progress. Among the techniques involving layout are the following: write only one thought on each line; justify only the left margin; end lines in sensible places; space material well; use clear print; and use headings. The tips for re writing material include the following: be clear about the purpose; pick out the main points; make the material seem friendly; involve the readers if you can; write as if you are talking; add a diagram if it helps; and keep the left-hand margin straight. (CML)

ED 306 452 CE 052 430

Hofstrand, Richard K.; Kozoll, Charles E.

Enjoying the Challenge. A Guide for Part-Time Instructors. The Guide Series in Continuing Education.

Illinois Univ., Urbana. Office of Continuing Education and Public Services.
PUB DATE- 86
NOTE- 37p.; For other guides in this series, see CE 052 428-429.

AVAILABLE FROM- Office of Continuing Education and Public Service, C-Suite 202 University Inn, 302 East John Street, Champaign, IL 61820 ($4.00; 25 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *Course Organization; Curriculum Development; Inservice Teacher Education; Lesson Plans; *Part Time Faculty; Postsecondary Education; Professional Development; *Student Motivation; *Teacher Motivation; Teaching Methods

This booklet discusses the organization, competence, and motivation that make part-time instructors effective. It shows part-time teachers ways to develop motivation, prepare for each class, conduct sound and enjoyable courses, and find the most useful ways to build their skills. The booklet is organized in four chapters that cover the following topics: (1) the rewards of part-time teaching; (2) effective preparation; (3) creating enthusiasm and making progress; and (4) putting it all together. Four appendixes provide a checklist of success steps for part-time instructors, tips for succeeding in the system, sample course planning guides, and a sample syllabus. (KC)

ED 306 480 CG 021 613

Marsh, Herbert W.

Two-Parent, Step-Parent, and Single-Parent Families: Changes in Achievement, Attitudes and Behaviors during the Last Two Years of High School.
PUB DATE- 25 Jan 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Bound Students; Comparative Analysis; *Family Structure; Higher Education; High Schools; High School Students; Nuclear Family; One Parent Family; *Parent Child Relationship; Self Esteem; Stepfamily; *Student Attitudes; *Student Behavior

As part of the High School and Beyond study, a large nationally representative sample of students was asked whether they lived with their mother, a stepmother, their father, or a stepfather in their sophomore year and again in their senior year of high school. Family configurations consisting of two-parent, one-parent, and stepparent families were identified. Comparisons were made among these three family configurations when the configuration was stable during the last 2 years of high school and when the family configuration changed during this period. A total of 22 senior year and postsecondary outcomes (achievement test scores, school grades, course selection, absenteeism, self-esteem, aspirations, getting into trouble, attending college) were found to be related to different family configurations. After controlling for background variables (gender, race, socioeconomic status) and comparable sophomore outcomes, differences in family configurations had remarkably little effect on the senior year and postsecondary outcomes. This lack of effect was reasonably consistent across subgroups based on gender, race, religion, socioeconomic status, and other background variables. The results suggest that for a wide variety of outcome variables, growth and change during the last 2 years of high school are relatively unrelated to different family configurations. (Author)

ED 306 495 CG 021 628

Scanlon, Catherine; And Others
Assisting Families in the Management of Children with Chronic Illness.
PUB DATE- 17 Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; *Chronic Illness; *Family (Sociological Unit); *Family Counseling; Intervention; Models

This document notes that chronic illness has replaced infectious disease as the primary health concern facing industrial nations today, and that care for the chronically ill necessarily focuses on management rather than cure and takes place more in the home than in the hospital. It presents a family functioning model for understanding a family functioning around a child's chronic illness, placing special emphasis on the family's meaning process. The model described depicts family functioning as involving six factors in continuous interface with one another in an ongoing cycle. According to this family functioning model, family demands, resources, and meanings combine to produce responses which are either helpful or unhelpful; helpful responses feed back to become additional resources while unhelpful resources become demands. A second model, the Family Intervention Model, is based on the first model and is presented here to help clarify the counselor's tolls in impacting family functioning. This model proposes that, for good family functioning, an intervention model must involve family leadership as a legitimate goal for productive intervention. Types of intervention discussed include supportive, informational, behavioral, cognitive, affective, and historical interventions. A case study involving a family with a chronically ill child is described to illustrate both the family functioning and the family intervention models. (ABL)

ED 306 540 CS 009 637

Schmelzer, Ronald; Ramsey, Imogene
The Suggestion Circle: A Method for Solving Classroom Problems in Reading and Language Arts--Or Any Other Area!
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Creative Thinking; Elementary Education; *Group Guidance; *Problem Solving; *Teacher Response
IDENTIFIERS- *Teacher Cooperation

In almost every classroom there is a minority of children that, regardless of effort, teachers have difficulty working with. The "Suggestion Circle" is a method for soliciting streamlined, on-focus ideas for solving classroom problems with the help of colleagues. In the Suggestion Circle there are three roles for people: the person who has the problem (the "listener"); the people providing solutions (the "experts"); and the "leader" who keeps the group on task and serves as the recorder of ideas. The listener tells the experts the problem and the experts offer solutions to the problem. The leader records the solutions so that the listener is free to focus on the solutions. When everyone has had a chance to offer a solution to the problem, the leader gives the list of solutions to the listener and the group disperses before there is a chance to confuse the situation with more solutions. Using this technique, a number of solutions to classroom problems can be quickly obtained. (MM)

ED 306 643 EA 020 819

Lasher, Gaylord C.
Generating a Positive Response to Declining Resources: 50 Tips for Success in a Declining School District.

PUB DATE- Mar 89
NOTE- 24p.; Speech before the Annual Meeting of the American Association of School Administrators (Orlando, FL, March 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Declining Enrollment; *Economic Factors; *Educational Environment; Elementary Secondary Education; *Retrenchment; School Districts; Superintendents
IDENTIFIERS- Conceptual Frameworks; *Organizational Decline; *School Effectiveness Research

Based on the author's research and experience with organizational decline, this speech discusses research on managing declining schools and provides a framework for thinking about decline. The long period of abundance between World War II and the middle 1970s shaped American character and accustomed its leaders, including school administrators, to judge their success in terms of growth. Most were not trained to respond appropriately to a slowing economy and declining resources. According to David Whetten, school administrators skilled in managing scarcity must be one of education's first priorities. Competition for scarce resources leads to distrust and escalated adversarial relationships and creates other personnel problems. The school districts most vulnerable are those lacking institutional vitality and effectiveness. Whetten suggests that managerial attitudes fall into four response categories: preventing, defending, "weathering the storm" or cutting back, and "generating." Proponents of the "generating" approach argue that school system leaders should view decline as an opportunity to redesign their organizations to create greater vitality and improved performance. School effectiveness research makes little overt reference to school finances, but offers managers of decline some valuable insights. In austere times, the optimistic, proactive leader can offer a new vision and help create a new school culture. Appended are 50 ideas to help superintendents generate a positive response to declining resources and a bibliography of 106 references. (MLH)

ED 306 687 EA 020 961

Arnold, Robert; And Others

Special Education Costs and the Impact on Illinois School District Financial Operations. MacArthur/Spencer Series Number 10.
Illinois State Univ., Normal. Center for the Study of Educational Finance.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 89
NOTE- 22p.
AVAILABLE FROM- Publications, Center for the Study of Educational Finance, 331 DeGarmo Hall, Illinois State University , Normal, IL 61761 ($1.00 postage and handling prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cost Estimates; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditures; *Program Costs; *School District Spending; *Special Education; *Special Programs
IDENTIFIERS- *Illinois

This study began as a cost study of special education programs in Illinois public education. An attempt was made to determine if the burden of extraordinary, nonreimbursed costs for special education programs was divided equally or unequally among school districts in Illinois. However, two problems with the data source were discovered. Illinois does not require school districts to report financial information with an accrual accounting system. Also, there is enough freedom of definition between and among expenditure categories that transactional data are reported in accounts that were not assigned for special education. With the reported data that were available, this study was not able to determine the revenue and expense totals by fiscal periods for special education. The study concludes with recommendations that have policy implications. Three tables summarize the statistical findings of the study as they correspond to the three types of school districts in Illinois: elementary, high school, and unit (elementary and high school combined). Appended are 10 abstracts on Illinois educational finance. (SI)

ED 306 366 CE 052 304

Glosson, Linda R.; Lytle, Jacque R.

Pregnant and Parenting Adolescents: Alternatives for Developing School-Based Programs and Services.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 86
NOTE- 99p.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Early Parenthood; Family Problems; *Parenthood Education; Parent Materials; *Pregnancy; Program Evaluation; *Program Implementation; Resources; *School Involvement; School Role; Secondary Education; Student School Relationship

This guide suggests ways to develop and implement school-based programs and services for pregnant and parenting adolescents. The guide is organized in 10 sections. The first section summarizes the problem of teen parenthood, with information on the causes and the consequences of early pregnancy. In the second section, teen parents' needs for services are explored, and information on planning programs to meet those needs is provided. A curriculum for educating teen parents on pregnancy, childbirth, and parenting skills makes up the third section of the guide. The fourth section provides information on program evaluation. The fifth through ninth sections cover various resources: community resources, financial assistance, social services, medical aid, and public information and education. The final section lists resources (research articles, books and reports, books for adolescents, curriculum guides, pamphlets, and audiovisuals). (KC)

ED 306 439 CE 052 414

Holmes, Barbara J.; Green, Joslyn
A Quality Work Force. America's Key to the Next Century. Synthesis of a Roundtable on Work Force Literacy (Chicago, Illinois, May 1988).
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- Dec 88
NOTE- 43p.
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Denver, CO 80295 (Order No. AL-89-1: $8.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Education; *Adult Literacy; Basic Skills; Employment Qualifications; *Functional Literacy; *Functional Reading
IDENTIFIERS- *Job Literacy

This document contains a collection of direct quotations from the nearly 50 participants at a roundtable on workplace literacy. It also includes an executive summary, a list of participants, a list of related publications, and a synopsis of a presentation made at a follow-up activity.) The participants included business people, literacy experts, educators, and policymakers. They discussed the problems of literacy that confront U.S. employers and employees. Their comments are organized under these topics: (1) the gap between the degree of literacy needed in the workplace and the actual skill level of workers; (2) the questions that arise when one considers possible solutions to the problem; (3) some progress being made; and (4) how the debate about workplace literacy can be sharpened. A synopsis of a presentation made at the National Literacy Summit by William Johnston of the Hudson Institute is also included. (CML)

ED 306 510 CG 021 643

Craig, Delores E.
The School as a Value Influencing Institution.
PUB DATE- 28 Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Junior High Schools; *Junior High School Students; Principals; *School Attitudes; *School Role; Sex Differences; *Student Attitudes; *Teacher Attitudes; *Values

This study examined the relationship between student values and the values of the school as an institution, with emphasis on how this relationship is mediated by the student's sentiment toward the school. Subjects were 353 seventh- and eighth-grade students, 11 of their social studies teachers, and building principals from three schools in the Honolulu (Hawaii) School District. The Cole (1972) adolescent version of the Rokeach Value Survey, Form D, was administered to students, teachers, and principals. The Quality of School Life Scale (QSL) was administered to students. The results revealed that school values and student values were not independent of each other. Students who obtained high scores on the QSL conformed to each other with respect to ranking of values, as did students with low scores. High scorers placed high priorities on family love, religious faith, and achievement. Low scorers placed high priorities on pleasure, prosperous life, exciting life, being brave, and being creative. Values appeared to be much influenced by gender. Female students more highly ranked such values as friendship, honesty, helpfulness, being loving, and forgiving. Male students gave higher rankings to such values as an exciting life, intelligence, bravery, and creativity. The value preferences of these subjects were very much alike. Despite wide differences in socioeconomic status, value preferences were related, suggesting that the period of early adolescence itself is a strong factor in reported values. (NB)

ED 306 525 CG 021 659

Horgan, Dianne D.; Delery, John
The Effects of Differential Selection Cut-Offs on Termination.
PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *Employment Opportunities; *Equal Opportunities (Jobs); Job Applicants; *Job Layoff; *Minority Groups; *Personnel Selection

According to government guidelines an employer must not maintain personnel practices that show adverse impact. Because selection cases are the most common, they have set the standards for how adverse impact is typically determined. The most common way to demonstrate adverse impact is to show that the proportion of minorities hired is less than what is expected based on their availability. Further, it may mask the positive effects of strong affirmative action policies. Selection and termination ought not to be separated in evaluating a company's affirmative action policy. Who is hired affects who gets fired. To judge a company's termination practices, one must first ask questions about the company's hiring practices. If the company gives more minorities a chance by having separate cut-offs for minorities, it is inevitable that a larger percentage will fail. The more valid the selection procedure, the more dramatic this effect. An employer might be able to mitigate this result somewhat by better training and support for hired minorities, but the link between giving people a chance and their likelihood of failure is a statistical fact. (Author/ABL)

ED 306 556 CS 009 654

Shermis, Michael
Strategies To Help Dyslexic Students. Focused Access to Selected Topics (FAST) Bibliography No. 37.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Dyslexia; Elementary Secondary Education; Higher Education; *Reading Difficulties; *Reading Research; Teaching Methods

This bibliography contains 35 annotations on resources in the ERIC database (ranging from 1982 to 1988) dealing with strategies to help dyslexic students. The bibliography is arranged into three sections: the first section provides an overview of dyslexia, the second section contains several citations on instructional strategies that can be used with the dyslexic student, and the last section refers to research on dyslexia. (MS)

ED 306 571 CS 211 710

Ede, Lisa
What Are They Saying about Rhetoric--And Why? Rhetoric and Postmodern Theory.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; *Interdisciplinary Approach; Literacy; *Rhetoric; *Theory Practice Relationship
IDENTIFIERS- Postmodernism; *Rhetorical Theory

Rhetoric is being called upon or invoked by theorists in a number of fields, including English and composition studies, and it has the potential for offering a site (as it has in moments in its past) for a genuinely interdisciplinary, critical theory and practice that would remove conceptions of literacy from the margins and place them at the center of cultural debate. But the representation of rhetoric offered by these theorists is often partial and incomplete. Those calling for an epistemological revolution or interpretive turn have played an important role in enabling rhetoric to "get out from under" its historical domination by philosophy, but they deny rhetoric's own traditional commitment to a fully situated understanding of discourse when they downplay all other features except textuality. Those in composition studies, grounded as they are in rhetorical theory yet engaged with the tough day-to-day concerns of literacy, are well situated to contribute to this theoretical effort. (Eighteen references are attached.) (RS)

ED 306 630   CS 506 654

Gaines, Blair R.
Americans for Germany in World War I.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Audience Response; *Mass Media Role; *Persuasive Discourse; Press Opinion; *Public Opinion; *Public Relations; Rhetorical Criticism
IDENTIFIERS- Americans (United States); British; *Fatherland (The); German Americans; Germans; Germany; Rhetorical Strategies; *World War I

The pro-German American newspaper "The Fatherland," published shortly before the United States entered the First World War (1914-1917), displayed a failure of public relations in terms of defining and offering themes likely to convince a target audience to side with Germany. By looking at a public relations campaign undertaken by the paper, a study examined the goals of "The Fatherland's" founders, the newspaper's likely audiences, the problems encountered, and the major themes that the paper's writers employed in attempting their strategy. The newspaper eventually gained a circulation of 75,000. Findings showed that (1) the editor sought to sway Americans to the German side, building on Americans' respect for German character, against the sympathies of the nation and its media for the British and against the tide of events of war; and (2) the argumentative style of the articles was a further hindrance to convincing Americans, among other ideas, that the Germans were better friends to them than the British, which resulted in the newspaper's audience narrowing to German-Americans and pro-Germans. (Forty-five notes are included.) (MS)

ED 306 718 EC 212 781

Kalyan-Masih, V.; And Others
Loneliness, Coping Strategies, and Cognitive Styles of the Rural Gifted.
PUB DATE- Aug 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Cognitive Style; *Coping; Emotional Adjustment; Emotional Response; *Gifted; Helplessness; Interpersonal Relationship; *Loneliness; Psychological Patterns; Social Isolation

An exploratory study investigated the relationship between loneliness, coping strategies, and cognitive styles in a sample of 52 gifted students from rural Nebraska (mean age 17.25 years). Assessment measures consisted of the Woodward Loneliness Inventory, the Kalyan-Masih Coping Inventory I, and the Group Embedded Figures Test (GEFT), which assessed cognitive style. Results indicated that this group felt most lonely when rejected, alienated, helpless, and isolated, but less lonely in company or "on special occasions." Coping strategies most frequently used were individual pursuits, social contacts, cognitive reframing, and physical activities. Religion, help from adults, and negative escapes were less frequently cited. Students who scored below the mean on the GEFT had higher mean loneliness scores on five factors, but significant scores on only one (helplessness). The low GEFT group had higher mean coping scores on five factors, but significant only on religion. The high GEFT group was higher on cognitive reframing, but significant only on the use of individual pursuits. Low GEFT/field dependent students relied on external supports for reducing loneliness, but high GEFT/field independent students seemed to rely more on their own internal resources. References and four tables are appended. (JW)

ED 306 467 CG 021 600

Children, Youth, and Families Issues. 1988 State Legislative Summary.

National Conference of State Legislatures, Denver, CO.

REPORT NO.- ISBN-1-55516-624-5
PUB DATE- Dec 88
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Child Abuse; Child Custody; *Children; Child Welfare; *Family (Sociological Unit); Family Violence; Health; Mental Health; Pregnancy; *State Legislation; Substance Abuse

This publication is the sixth annual compilation of summaries of legislation pertaining to children, youth, and families enacted by the individual states and by Puerto Rico. It contains information gathered by National Conference of State Legislatures staff through direct requests from legislative staff, and includes summaries of legislation enacted during the 1988 sessions of the state legislatures. The Virgin Islands did not respond to the request; six state legislatures (Arkansas, Montana, Nevada, North Dakota, Oregon, and Texas) did not have a 1988 session. Legislation from other states which was passed or signed into law after mid-September 1988 is not included. The enacted bills cover 16 major public policy topics: (1) abuse and neglect; (2) child care/early childhood education; (3) child health; (4) child mental health; (5) child support enforcement; (6) child welfare; (7) custody and visitation; (8) domestic violence; (9) family law; (10) general children, youth, and family administration and organization; (11) juvenile justice; (12) kidnapping/missing children; (13) public assistance; (14) substance abuse and control; (15) teenage pregnancy; and (16) youth employment/rights of minors. States enacting legislation, bill numbers, and brief descriptions of bills are listed under each topic. The report also contains a state-by-state summary of enacted legislation organized by state, topic, and bill number. (NB)

ED 306 586　　　　　　　　　　CS 211 830

Gould, Eric; And Others
The Act of Writing.
REPORT NO.- ISBN-0-07-557215-x
PUB DATE- 89
NOTE- 317p.
AVAILABLE FROM- McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Dialogs (Literary); Higher Education; *Persuasive Discourse; *Reading Writing Relationship; Socialization; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Writing Contexts; *Writing Strategies

Designed to involve students directly and immediately in the process of intellectual inquiry by showing them that writing is a discovery process and by helping them in developing writing as a form of social dialogue, this book is organized to accentuate the dynamic, interactive character of the writing process. Chapter titles are: (1) "Creating Dialogue"; (2) "Writing from Reading"; (3) "Writing and Thinking"; (4) "Writing and Form"; (5) "The Persuasive Voice"; and (6) "Writing and Revising." (MS)

ED 306 600 CS 211 852

Flower, Linda
Negotiating Academic Discourse (Reading-to-Write Report No. 10). Technical Report No. 29.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 50p.; For the other reports in this series, see ED 285 206, CS 211 845-853, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Reading; *Freshman Composition; Higher Education; *Models; Protocol Analysis; Reading Strategies; *Reading Writing Relationship; Student Reaction; Writing Processes; Writing Research
IDENTIFIERS- *Academic Discourse; Academic Discourse Communities; Knowledge Acquisition; Reading to Write; *Writing Strategies

This study is the 10th in a series of reports from the Reading-to-Write Project, a collaborative study designed to examine the cognitive processes of college freshmen in the act of entering a university-level academic discourse community and to present a model of that transition. Subjects, 17 freshmen (of a total of 72 participating either as controls or as experimental subjects), had their think-aloud protocols recorded and were interviewed concerning their approaches to writing. The report presents a conceptual framework for understanding how freshmen deal with academic writing as a cognitive and social process, but explicitly rejects the "deficit model" (in which students are presumed to lack basic writing skills) and the more traditional staged developmental model in favor of a more contextualized, more strategic picture. The report also examines one set of strategies students used to construct an organizing idea. Implications are that cognitive and social forces may be working together against students adapting and extending the processes they already use in order to enter the more sophisticated academic discourse community. (Two figures are included and the Reading-to-Write study reference list are attached.) (RS)

ED 306 672 EA 020 927

Anderson, Mark E.
Evaluating Principals: Strategies To Assess and Enhance Their Performance.
Oregon School Study Council, Eugene.
PUB DATE- Apr 89
NOTE- 62p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.00 on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Evaluation; Elementary Secondary Education; *Evaluation Methods; *Feedback; *Job Performance; Management Development; *Principals
IDENTIFIERS- *North Clackamas School District OR; *Tigard School District OR

Now that educational reform has targeted principal performance as a key to school excellence, methods and procedures for evaluating these administrators have become an increasing concern. Current studies suggest that evaluation practices used in many districts are ill-suited to improving principals' performance and professional competence. Many principals corroborate these findings. This bulletin focuses on the principal evaluation process. Chapter 1, a summary of research and knowledge, reviews current practices for evaluating principals and describes three important phases (planning for evaluation, collecting information, and using information) that school officials must plan and implement to develop a sound evaluation system. Besides being carefully planned, an evaluation system should specify commitment to professional development and accountability, clear expectations and performance criteria, data collection from a variety of sources, and ongoing communication between evaluators and principals. Chapter 2 describes strategies to provide principals with specific and confidential feedback from superiors, peers, and teachers. The next two chapters describe principal evaluation systems developed in two Oregon school districts--the Tigard School District and the North Clackamas Schools. The final chapter offers several recommendations for districts desiring to improve their principal evaluation methods. Included are a list of 28 references and 10 interviews. (MLH)

ED 306 746 EC 212 810

Supported Employment: A Survey of Current Activities and Issues Identified by State Vocational Rehabilitation Agencies in the United States.

Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- Oct 86
NOTE- 324p.; Prepared by Region X. Portions of attachments may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Agency Role; Cooperative Planning; *Delivery Systems; *Disabilities; *Employment Opportunities; National Surveys; Needs Assessment; *Program Development; State Programs; *Vocational Rehabilitation
IDENTIFIERS- *Supported Work Programs

State vocational rehabilitation agencies were surveyed to determine the extent of interagency development of supported employment (SEMP) alternatives, and 76 of 83 agencies responded. Survey results are categorized as follows: definitions of supported employment, numbers of existing programs, types of vendors, need for revised standards or fees for services, cooperative agreements describing SEMP roles and responsibilities, methodologies developed using cooperative provision of services or funding, vocational rehabilitation (VR) agency participation in follow-along support services, proposed VR agency's role in SEMP, tracking systems to be developed and types of data to be collected, barriers to SEMP, training/technical assistance resources and needs, etc. Individual survey responses by region and state are summarized in an attachment to the report comprising the bulk of the document. For each responding agency, the following categories of information are spelled out: estimated number of disabled persons that might benefit from SEMP, development of SEMP alternatives in the state, important SEMP development activities, short- and long-range plans, other agencies with which VR coordinates SEMP, and role of each major agency. Other appendices contain interagency agreements, vendor guidelines, concept papers, or assessment guides representing the following states: South Carolina, Nevada, Virginia, Michigan, Wisconsin, Utah, Washington, Pennsylvania, Illinois, Minnesota, Colorado, and Oregon. (JDD)

ED 306 411 CE 052 376

Noll, Cheryl L.
Identification and Description of Vocational Education Service Areas.
PUB DATE- May 88
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; Career Development; Distributive Education; Exceptional Persons; Home Economics; Marketing; Postsecondary Education; *Program Content; Public Service; Safety; Secondary Education; Special Education; Technical Education; Trade and Industrial Education; *Vocational Education

This paper identifies and describes the 10 service areas of vocational education according to program purpose, content, level at which the program is offered, type of student served, and occupational areas in which students will be prepared to work. The 10 areas described are as follows: (1) agriculture education; (2) marketing education; (3) health occupations education; (4) home economics education; (5) business education; (6) trade and industrial education; (7) technical education; (8) public safety services; (9) special needs service; and (10) career development service. (The last two areas are auxiliary programs that are integrated into the existing vocational education programs.) Twenty references are included. (KC)

ED 306 425   CE 052 397

A Guide to Planning Your Retirement Finances. A Report by the Chairman of the Subcommittee on Retirement Income and Employment of the Select Committee on Aging. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-100-710
PUB DATE- Jan 89
NOTE- 46p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adults; *Budgeting; *Estate Planning; *Income; Insurance; Long Range Planning; *Money Management; Preretirement Education; *Retirement; *Retirement Benefits

IDENTIFIERS- Congress 101st

This committee print provides workers with a general overview of the steps involved in planning retirement income and encourages them to start laying down concrete financial plans now for their retirement years. It begins by outlining a framework for planning retirement finances. These specific steps are discussed: gathering information on current income and expenses, developing a budget, developing a statement of net worth, estimating retirement income and expenses, and planning a retirement budget. The following sections of the booklet familiarize the reader with the various sources of income in retirement. They cover anticipation of retirement income from social security, private pensions, veterans' benefits, and other sources; insurance; investment strategies and types of investments (savings accounts, Individual Retirement Accounts and Keoghs, bonds, stocks, mutual funds, collectibles, real estate, home equity conversions); medical insurance; and employment after retirement. A section on estate planning discusses joint ownership, trusts, power of attorney, wills, and letter of last instructions. Finally, a list is provided of the most frequently consulted types of advisers and their main areas of expertise. A bibliography of nine helpful books and pamphlets is appended. (YLB)

ED 306 453 CE 052 434

Lundgren, Carol A., Ed.
The Business Education Index 1988. Index of Business Education Articles, Research Studies, and Textbooks Compiled from a Selected List of Periodicals, Publishers, and Yearbooks Published During the Year 1988.
Delta Pi Epsilon Society, Little Rock, AR.
PUB DATE- 89
NOTE- 181p.
AVAILABLE FROM- Delta Pi Epsilon, P.O. Box 4340, Little Rock, AR 72214 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - General (130) Collected Works - Serials (022)
DESCRIPTORS- *Business Education; *Educational Research; Information Systems; Marketing; *Office Occupations Education; Postsecondary Education; *Research Projects; *Research Utilization; Secondary Education; Teacher Education; Vocational Education

This index, changed in the focus of the research as well as in its format, covers business education publications and those related to business education. Priority is given to journals that are essential to research and teaching in the broad business education spectrum with emphasis on information systems (including business communications), business teacher education, and vocational education (primarily marketing education). The publications listed must be available from library sources. Publications are listed alphabetically by subject and by author. Major subjects indexed include accounting; accreditation; administration; associations; automation; business administration; business education; business English; business organization and management; certification; communications; curriculum; educational institutions; employment; equipment and supplies; general education; guidance and counseling; human relations; information management/processing; keyboarding/typewriting; marketing; microcomputers; minorities; paraprofessionals; records management; reprographics; research; reviews; secretaries; shorthand; software; special education; standards; student organizations; teaching; teaching aids; training and development; and word processing. (KC)

ED 306 541 CS 009 638

Biggins, Catherine M.; Sainz, JoAnn
Freshman Experience: The Needs of the Least Educated: How To Meet Their Problems and Help Them Persevere in Their College Program.
PUB DATE- Apr 89
NOTE- 26p.; Paper presented at the Northeast Regional Meeting of the Freshman Year Experience and Beyond: Foundations for Improving the Undergraduate Experience (White Plains, NY, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Freshmen; Higher Education; Illiteracy; *Learning Disabilities; Potential Dropouts; *Reading Difficulties; Reading Instruction; Reading Research; Reading Skills; *Reading Strategies; Theory Practice Relationship

Many functionally illiterate freshmen feel helpless in the face of their inability to learn to read at a competent level. College freshmen who drop out because of this disability are losers who suffer tremendous disadvantages when they leave college without earning a diploma. Possible causes of functional illiteracy hindering the least educated freshman are identified as inadequate self-concept, lack of mentation, non-use of the cognitive powers that students possess, and lack of attention. Great care must be exercised with the retarded reader that extraneous materials not be permitted to come between the stimulus and the response. The teacher must make certain that the tasks are interesting, relevant, and varied and that the students are motivated to engage in them. Teachers are most effective when they allow more time for reading, proportion work time, closely monitor pupils' efforts to ensure continued engagement, provide for frequent repetition, and drill to overlearning. Educators must find and implement ways to promote broad personal and social development as well as functional literacy skills and knowledge. (Fifty-seven footnotes are included.) (MM)

ED 306 615 CS 506 626

Lisnow, Jacqueline
The Relationship of Cooperative Learning to Social Adjustment.
PUB DATE- May 89
NOTE- 34p.; Master's Thesis, Kean College, New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Environment; Communication Research; *Cooperative Learning; Grade 6; *Intergroup Relations; Intermediate Grades; *Peer Relationship; *Self Concept; *Social Adjustment
IDENTIFIERS- *Grouping (Cognitive Psychology)

How students perceive each other in the classroom and how they interact with one another have been variables in teaching which have been relatively ignored. Yet, how students interact with each other affects their learning outcomes and their self-images. To provide additional information and evidence on this variable, a study hypothesized that children who learn cooperatively will not develop a better self-image or think more highly of their peers when compared to their self-image or peer perception prior to cooperative learning. Subjects, 28 New York City sixth grade students of average intelligence and from diverse ethnic backgrounds, were given the "California Test of Personality" before and after the experiment and taught the basic tenets of cooperative learning (positive interdependence, face-to-face interaction, and collaborative skills). Results showed no significant difference was established between the total adjustment of the children in the study from the pretest to the posttest. (Three tables of data are included; 22 references and four appendixes containing pretest and posttest results are attached.) (MS)

ED 306 657 EA 020 886

Bibliography of Research Related to Secondary Education.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 61p.
GRANT- G-008690007
AVAILABLE FROM- Clearinghouse, National Center on Effective Secondary Schools, University of Wisconsin, 1025 Johnson Street, Madison, WI 53706 (single copies available upon request).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; *Change Strategies; *Educational Change; *Educational Research; *School Effectiveness; *Secondary Education

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: (1) references of general interest; (2) reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. The citations were selected upon consultation with researchers at the National Center for Effective Secondary Schools and other universities and educational research institutions. (SI)

ED 306 705 EA 021 015

Hart, Thomas E.; Lumsden, Linda
Confronting Racism in the Schools.
Oregon School Study Council, Eugene.
PUB DATE- May 89
NOTE- 40p.
AVAILABLE FROM- Publications, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; $2.00 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Cultural Differences; *Cultural Interrelationships; Elementary Secondary Education; Ethnic Distribution; Ethnic Relations; *Intercultural Communication; Public Schools; *Racial Attitudes; *Racial Bias; Racial Discrimination; Racial Distribution; Racial Factors; Racial Relations; *Social Environment

Because of the increasing ethnic diversity of schools today, accompanied by a rash of racial incidents, some schools are seeking to promote ethnic understanding and appreciation. Chapter 1 provides an introduction to the ethnic changes in the nation's schools. Chapter 2 presents information about ethnic interactions in the schools and focuses attention on how students' and staff members' preconceptions of other ethnic groups influence the social environment of the schools. Chapter 3 highlights some effective approaches to generate cultural appreciation. The final chapter recommends steps that schools can take to alleviate racial tensions through a proactive approach to generating multicultural understanding. Addresses of 11 resource agencies are appended and 22 references and eight interviewees are listed. (SI)

ED 306 732 EC 212 796

Baumgart, Diane; Anderson, Jane

Career Exploration: A Curriculum Manual for Students with Mild Handicaps. Secondary Transition and Employment Project: STEP.

Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 92p.; For related documents, see EC 212 791-801.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Exploration; Curriculum Development; *Education Work Relationship; *Mild Disabilities; Parent Role; Secondary Education; *Vocational Education

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with mild handicaps with systematic individual assessment of vocational preferences and instruction in work-related skills. The curriculum stresses parent involvement, vocational training beginning at the 7th or 8th grade levels, a cyclical approach with initial activities later repeated in more advanced or complex forms, hands-on and real life experiences, and remediation of social deficits. The curriculum is organized by broad goals. Goals 1 and 2 involve collecting and summarizing information about students' functional life skills and their vocational interests and experiences. Goals 3-10 are designed to help students explore individual vocational preferences. Students learn to observe work, determine the skills required to perform a job, and analyze their ability to do specific jobs. Students also develop basic skills essential for obtaining employment including using the telephone, scheduling appointments, and participating in an information interview. Sample lesson plans and forms are included in the module. Lessons may be incorporated into an existing life skills special education class or presented as a separate course which might include nonhandicapped students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. (DB)

ED 306 760 EC 212 827

Martin, Marilyn
Catheterization: A Review of Various Methods for Catheterization of Handicapped Students in the School System. A Technical Assistance Publication.
South Carolina State Dept. of Education, Columbia. Office of Programs for the Handicapped.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ancillary School Services; Court Litigation; Delivery Systems; *Disabilities; Elementary Secondary Education; Guidelines; Legal Problems; *Medical Services; *Policy Formation; *Special Health Problems; Technical Assistance
IDENTIFIERS- *Catheterization (Urinary)

The manual is intended to provide technical assistance to South Carolina local education agencies (LEAs)in regard to provision of catheterization services to students with disabilities in the school system. The first section defines catheterization and briefly discusses the basic need for this specialized health care service. Recent relevant medical issues and information on the school population that is most likely to require catheterization are addressed. The second section reviews the legal issues relevant to the provision of catheterization in the school system. In this section, a pertinent court case is reviewed and relevant terms are defined. In the final section, recommended guidelines are given to assist LEAs in developing policy and procedure for appropriate service delivery. In addition, two samples of standardized procedures for Clean Intermittent Catheterization are supplied. Provided in the last part of this section are sample forms that may be utilized in the implementation and documentation of service delivery relative to appropriate catheterization procedure for students during school hours. (DB)

ED 306 367   CE 052 305

Principles and Theories of Child Development. Instructor's Guide.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Dec 85
NOTE- 206p.; For a related student laboratory manual, see CE 052 306.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; *Child Development; Classroom Techniques; Competency Based Education; Course Content; *Developmental Stages; Learning Activities; Lesson Plans; Postsecondary Education; *Prenatal Influences; State Curriculum Guides; Teaching Methods; Units of Study

This teacher's guide is designed for use by postsecondary child development instructors in programs that prepare students to be child caregivers or directors. Materials are developed for use in courses that have both a lecture and a laboratory. The instructor's guide is organized in six units covering the following topics: perspectives on child development; theories of child development; prenatal development and the neonate; development in infancy and toddlerhood; development in early childhood; and middle childhood and adolescent development. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters are included for reproduction for classroom use. The instructor's guide also contains guidelines for student laboratory experiences as well as guidelines for evaluating students, for working with students with special needs, and for determining readability using the Fog index. A glossary, answer keys, and a bibliography of all references noted in the units, with publishers' addresses, complete the guide. (KC)

ED 306 382 CE 052 320

Food Science and Nutrition. Vocational Home Economics Education.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 88

NOTE- 119p.; For related documents, see CE 052 311-321.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Careers; Cooking Instruction; Course Content; *Cultural Influences; *Dietetics; *Food; *Home Management; *Nutrition; *Occupational Home Economics; Secondary Education; State Curriculum Guides

This curriculum guide for food science and nutrition is one of a number of guides developed for use in vocational home economics education in Texas. Introductory materials address use of the guide and list the essential elements upon which the content is based. The guide is divided into five units: nutrition, cultural influence on food and nutrition, management, relating food and nutrition to special needs, and career options and adjustments. Each unit lists competencies and subcompetencies at the beginning of the section. Concepts related to the competencies are listed in the right-hand columns. Learning and evaluation experiences are found in the left-hand columns. Teaching aids keyed to learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the guide. Designations have been used in the content for (1) developing skills within the Texas Common Elements for all vocational education; (2) applying basic/academic skills; and (3) developing critical thinking skills. Key points for content discussion and review and methods for developing critical thinking skills are also indicated. (YLB)

ED 306 397 CE 052 342

Ross, Jovita M.
Learning and Coping Strategies Used by Learning Disabled Students Participating in Adult Basic Education and Literacy Programs. A Final Report of the 310 Special Project 87-98-7014.
Pennsylvania State Univ., University Park. Coll. of Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
PUB DATE- 31 Aug 87
NOTE- 62p.

AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 248 Calder Way, University Park, PA 16802 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Behavior Patterns; *Coping; *Learning Disabilities; *Literacy Education; Problem Solving; *Reading Difficulties; Spelling; Student Characteristics; Student Motivation; Writing Difficulties

Interviews with 19 adults participating in adult basic education or literacy programs were conducted to ascertain the strategies they used to compensate for reading and writing difficulties. Although the project intended to secure this information from adults diagnosed as learning disabled, it had to rely on self-reports and educational history to identify the learning-disabled adults, since fewer than half had been officially diagnosed. The research found that the adult learners used a variety of coping strategies for reading, such as guessing the word from context, sounding it out, and using picture clues. Some asked for help from supportive others. They ordered food in restaurants without difficulty by ordering standard items or asking for suggestions from the server or companions, and they read medicine bottles by the numbers and by memory of doctors' or pharmacists' instructions. Few strategies were used for spelling, although some students used dictionaries or carried lists of frequently used words. The research found that most of these persons were productive and good workers when tasks did not involve reading or writing. Many were good at building and mechanics. The study recommended that teachers capitalize on learners' interests and strengths to design learning experiences to lead them into more complicated reading, for example, using job-related materials. (Appendices include 14 references, the interview guides, and a participant profile.) (KC)

Reauthorization of Expiring Federal Elementary and Secondary Education Programs. Volume 5. Adult Education. Hearing on H.R. 5, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 26 Mar 87
NOTE- 55p.; Serial No. 100-6. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Federal Legislation; *Functional Literacy; Functional Reading; *Literacy Education
IDENTIFIERS- *Adult Education Act; Congress 100th; Reauthorization Legislation

These statements, letters, and supplemental materials were provided by: (1) Janet Jones Ballard, Assault on Literacy Program; (2) Representative Jim Cooper, Tennessee; (3) Mitch Snyder, Center for Creative Non-Violence; (4) Garrett Murphy, Division of Adult and Continuing Education Programs, New York; (5) W. Wilson Goode, mayor of Philadelphia; and (6) Nicholas M. Nikitas, National Advisory Council on Adult Education. Most of the testimony focused on the problem of illiteracy. Also included are the findings of a mail survey conducted by the American Association for Adult and Continuing Education. The survey's sample was 46 members of the association representing programs funded by the Adult Education Act. The response rate was 52 percent. The survey sought data on four reauthorization issues, with the following results: (1) as to whether the attainment of competencies should be included as a purpose of the act, 83 percent said yes; (2) as to whether the act should change the percentage of matching funds required from state or local programs, 40 percent said the match should be increased to 25 percent, 34 percent said it should not be changed, and 26 said it should become a 50 percent match; (3) as to whether the states should be required to fund only unique programs, the respondents were evenly divided; and (4) as to whether the act should require the conduct of periodic measurements of performance levels, 81 percent said yes and 68 percent said the act's funding formulas should be based on those performance levels. (CML)

ED 306 481 CG 021 614

AIDS Education: Activities Aimed at the General Public Implemented Slowly. Report to the Honorable Barbara Boxer, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-21

PUB DATE- Dec 88
NOTE- 25p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 each, 99 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Government Role; *Health Education; *Information Dissemination; *Prevention; *Public Affairs Education

In response to a Congressional concern over delays in implementing a thorough, effective national Acquired Immunodeficiency Syndrome (AIDS) education program, six aspects of the Centers for Disease Control's (CDC) AIDS education program for the general public were reviewed: (1) CDC AIDS education budget and expenditures; (2) delays in the nationwide mailings of AIDS information to all households and disposition of funds intended for this activity; (3) airings of televised AIDS public service announcements; (4) operation of the national AIDS telephone hotline; (5) distribution of the pamphlet, "What You Should Know About AIDS;" and (6) status of other projects intended to educate the public at large about AIDS. The results showed that, although CDC's budet for AIDS education increased significantly between fiscal years 1985 and 1988, CDC's efforts to focus national attention on AIDS prevention were impaired by the slow implementation of key activities aimed at the general public. Mass mailings were delayed, airings of televised public service announcements were limited, and access to the telephone hotline was uneven. This report contains a letter describing the investigation and seven appendices, one for each of the six aspects of AIDS education being investigated and one listing the major contributors to the report. Eight data tables are included. (NB)

ED 306 496 CG 021 629

Nagy, Thomas F.

Ethics and the Provision of Telephone Consultation Services by Psychologists.

PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consultants; *Delivery Systems; *Ethics; Information Services; *Psychological Services; *Psychologists; *Telephone Communications Systems

With increasing frequency, psychological services are made available to the consumer via the telephone or computer/telephone link. Historically, information services by telephone have been offered consumers on a variety of subjects when psychopathology is minimal. Immediacy, accessibility, minimal psychological investment, telephone ubiquity, anonymity, and low financial expense are all reasons for maintaining a telephone service. However, potential risks do exist for the caller expecting counseling or psychotherapy, the most important of which may be a degraded level of service. In interpreting "The Ethical Principles of Psychologists" for a majority of cases, a telephone conversation or computer screen display would probably not be considered the context of a professional psychological relationship. Ethically acceptable telephone services include informational services and referral services. Psychologists engaged in telephone services are strongly urged to consider the following recommendations: (1) clearly define the service; (2) educate the public regarding expectations; (3) refrain from advertising or offering pyschotherapy over the telephone in the absence of a patient's compelling psychological evidence that would preclude an office visit; (4) make an effort to refer a caller for psychotherapy consultations; (5) take precautions to compensate for loss of contextual clues; and (6) uphold all relevant principles. (ABL)

ED 306 511 CG 021 644

Afaga, Lorna; And Others

Discrepancies between Students' Health Education Knowledge and Health Practice.

PUB DATE- 87
NOTE- 14p.
AVAILABLE FROM- Curriculum Research and Development Group, 1776 University Avenue, Honolulu, HI 96822 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Exercise; *Health Education; *Health Promotion; *Knowledge Level; Nutrition; Safety; *Student Attitudes; *Student Behavior; Substance Abuse

Although most health education programs have focused on knowledge as the major outcome, there is conflicting information about the impact of knowledge-based programs on health behaviors. This study compared student health knowledge and health practices by administering tests and questionnaires to 1,371 students in grades three and six, and junior and senior high school students in Hawaii. Pedestrian safety was addressed in grades three and six; nutrition and physical exercise were addressed at all grade levels participating in the study; alcohol and drug abuse were studied in secondary school students only. Fifty-seven teachers were also surveyed about their teaching strategies. Discrepancies were found between knowledge and practice in the the subject areas of pedestrian safety, nutrition, physical exercise, and substance abuse. Generally, levels of behavior were notably lower than levels of knowledge. Students showed the greatest knowledge deficits in substance abuse. Low percentages of students practiced good nutrition and were physically active. Approximately one-half of the teachers reported that they included the teaching of health-related skills in their curriculum. (Author/NB)

ED 306 526 CG 021 660

Horgan, Dianne D.

Women's Work is Harder: The Arduous Task of Becoming an Expert.

PUB DATE- 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Difficulty Level; *Employed Women; *Employment Potential; *Job Performance; Personnel Evaluation; Professional Personnel; *Sex Differences

Despite advances made by women, male professionals still outperform and outearn women professionals. Various explanations have been put forth, including gender discrimination, biological and/or socialization differences between the sexes and differential demands of parenthood. However, none of these explanations seems to account for the magnitude of the differences. One overlooked explanation for women's lower success rate is the difference between the task facing women and the task facing men. It may be that women's tasks are inherently more complex than men's. There are differences between men and women in the following: (1) the task of becoming an expert; (2) learning from experience; (3) heuristics; (4) pattern recognition; (5) good experiences; (6) importance of the task; (7) managers' tasks; (8) sample size of role models; (9) feedback; (10) base rate information; and (11) judgment under uncertainty. Women can benefit from more direct instruction and more feedback. Mentors, role models, and sensitivity by men to women's needs are needed. (ABL)

ED 306 557   CS 009 656

Hedley, Carolyn N., Ed.; Hicks, John S., Ed.
Reading and the Special Learner.
REPORT NO.- ISBN-0-89391-495-9

PUB DATE- 88
NOTE- 256p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($39.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Learning Disabilities; Reading Diagnosis; *Reading Difficulties; Reading Instruction; Reading Programs; *Reading Strategies; Reading Teachers; *Special Education; Student Evaluation
IDENTIFIERS- QUILL (Computer Software)

Compiled from papers presented at the annual Reading/Special Education Institute at Fordham University, this collection of essays addresses reading problems of special education students. The book is divided into three sections. The first section covers reading assessment and reading intervention; section 2 addresses the specific learner and the reading task; and the third section deals with specific programs for the special learner. Chapters and their authors are as follows: (1) "Theories for Intervention in Reading" (Janet W. Lerner); (2) "A Cognitive Adaptational Interpretation of Reading Disability" (Carl Bereiter); (3) "Ecological Approaches in Reading Assessment" (Corinne Roth Smith); (4) "Prevention of Reading Problems" (Rosa A. Hagin); (5) "The Development of Oral Language and Reading" (Sharon L. James); (6) "Mediating: An Important Role for the Reading Teacher" (Marilyn Cochran-Smith); (7) "Spontaneous and Natural Reading for Daily Living: Implications for the Special Learner" (Carolyn N. Hedley); (8) "Comprehension Strategies for Special Learners" (Patricia A. Antonacci); (9) "A Specific Reading Program for the Nonreader in the Special Education Classroom" (Betty Van Witsen); (10) "The Making of a Writer as a Maker of Worlds" (Janet Emig); (11) "Using Microcomputers to Teach Reading, Writing, and Spelling to the Special Child" (John S. Hicks); and (12) "Learning with QUILL: Lessons for Students, Teachers and Software Designers" (Andee Rubin and Bertram C. Bruce.) (MM)

ED 306 572 CS 211 771

O'Banion, John D.
Bridging the Gap between Literature and Composition: Rediscovering the Synthesis of Logical and Narrative Argumentation.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *English Instruction; Higher Education; Logical Thinking; Models; Narration; *Persuasive Discourse; Rhetorical Invention; Teaching Methods; Writing Instruction
IDENTIFIERS- *Classical Rhetoric; *Composition Literature Relationship; Rhetorical Devices

To bridge the gap between literature and composition, and between tradition and individual talent, teachers of literature and composition should consider how Roman rhetoricians integrated many arts into their instruction on oratory. With the perspectives of Cicero and Quintilian in hand, teachers would be inclined to stress rhetorical argumentation, which incorporates both narrative and logical reasoning. Characterizing the interrelationship between narrative and logical discourse is crucial for understanding the nature of rhetorical argumentation. Both Cicero and Quintilian emphasized the place of narration in preparing and arranging orations. Argumentation was understood as the blending of several arts into a complex whole. Viewed as a whole, classical oration had two faces--logical and narrative proof. Proof (confirmatio) was the decontextualized, explicit, logical version of the narrative; and the narrative (narratio) was the contextualized, personalized, implicit version of the proof. One way to provide a structure for teaching rhetorical argumentation in introductory courses is to provide students with questions which raise rhetorical consciousness and to require students to ask these questions of both the texts they read and the texts they produce. Through a rhetorical perspective, teachers can help provide students with guidelines for evaluating texts as well as for writing their own texts. (A list of questions and rhetorical argumentation, and 24 references are appended.) (MM)

ED 306 587 CS 211 832

Bordner, Marsha S., Ed.
Strategies in Composition: Ideas that Work in the Classroom. Volume II.
Clark State Community Coll., Springfield, OH.
PUB DATE- 89
NOTE- 48p.; For volume I, see ED 294 181. Product of the Early English Composition Assessment Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Creative Writing; *Educational Strategies; English Instruction; Higher Education; Secondary Education; Teaching Methods; *Writing (Composition); Writing Exercises; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- Writing Assignments; Writing Contexts; *Writing Strategies

This collection of 26 brief essays by college and high school faculty represents a variety of practical approaches that can be used in composition classes. After a foreword by the editor, the essays and their authors are as follows: "Writing as a Moral Activity" (Judith Anderson); "Specific Details (Orangen't You Wise to Use Them?)" (Frances Barber); "Creation of Scoring Matrix for Research Papers" (Ruth Bowden); "Collaborative Project" (Ellen Carey); "The Narrative 'Acme': Eatimus Anythingus vs. Accelerati Incredibulis" (Ed Duling); "Stimulating Writing Ideas: Introducing the Writing Topic" (Rebecca Feldmann); "Process-Based Research Papers" (Beverly Foulkrod); "Creating Children's Literature (Janet Gabbard); "Write an Essay? But This Is History Class!" (Susan Givler); "Sensory Deprivation as a Writing Project" (Terry Hartley); "Thesis-and-Support as a Versatile Writing Tool" (Brian Heaney); "Tonic for Tired-Blood Biographies" (Nancy Hempstead); "Problem Solving in a Physics Course--An Exercise in Communication" (Bob Henscheid); "Tricks of the Trade" (Cindy Herndon); "Using Techniques from the Writing Process to Teach Literature" (Angie Holloway); "To Journal or Not to Journal" (Mark Hopkins); "Getting Things into Perspective" (Nancy Jackson); "The Use of Reader's Theatre to Improve Speaking/Reading/Writing Skills" (Patti Kushmaul); "Revision: Step by Step" (Virginia Kennedy Martycz); "Connecting Reading and Writing: The Reading Journal" (Lynn Mealy); "A Place to Begin: Help for the Reluctant Writer" (Kim Music); "Riddle Me This" (Sarma Orlowski); "Writing with Letters" (Ann Pearson); "Writing to Share" (Cherie Stock); "Partner Outlining: A Strategy to Help Students Revise" (Lois Stover); and "The Good Old Days" (George Welsheimer). Attached to several papers are sample teaching aids illustrating the techniques described. (MS)

ED 306 644 EA 020 821

Lane, William C., Jr.

The Discipline of Discipline.
PUB DATE- Feb 89
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (New Orleans, LA, February 24-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Junior High Schools; *Participative Decision Making; *Policy Formation; Punishment; *School Effectiveness; *Student Responsibility
IDENTIFIERS- *Florida (Fort Meyers)

The discipline of discipline is the cornerstone upon which educators should build the other disciplines. Teaching responsibility for one's actions must stand beside the teaching of writing, reading, and arithmetic. Discipline cannot be mastered when stifled with negative reward systems and punishment. This paper describes a comprehensive discipline policy developed by Dunbar Middle School in Fort Meyers, Florida, a racially mixed, lower middle class community. In fall 1985, a committee comprised of the assistant principal, several teachers, and a guidance counselor drafted a discipline plan based on choices and consequences (adapted from Lee Canter's discipline system). The plan outlines acceptable and unacceptable behavior and positive and negative consequences. Since students choose their behavior, they must have clear, concise guidelines, combined with fair and consistent consequences. All teachers follow the same system of three warnings, sending a notice to parents on the third warning. Students are sent to a time-out room on their fourth and each subsequent decision to disregard a rule. The time-out room is a place where students examine their behavior, explore options, and strengthen their skills in basic content areas. Other program features are explained at length. Data collected during three consecutive school years suggest that the new plan has been very effective in fostering responsible behavior choice. Discipline referrals dropped from 316 to 169 between February 1986 and February 1988. Discipline is no longer equated with punishment, but is a regular part of the school's curriculum. (MLH)

ED 306 688 EA 020 962

School Staffing Ratios, 1988-89. ERS Report.
Educational Research Service, Arlington, Va.
PUB DATE- 89

NOTE- 63p.
AVAILABLE FROM- Publications, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21774; $36.00 prepaid plus $2.00 postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Expenditure per Student; Public Schools; *Salaries; School District Size; School Size; *School Statistics; Statistical Data; Statistical Distributions; Teacher Administrator Relationship; Teacher Distribution; *Teacher Student Ratio; *Wages

Focusing on school staffing ratios for 1988-89, this report is a part of the Educational Research Service (ERS) report, "National Survey of Salaries and Wages in Public Schools, 1988-89." Included in this report are pupil-staff and teacher-staff ratios for individual positions and aggregate categories of professional personnel in 1,094 public school systems. Data for these categories are presented separately for large, medium, small, and very small school systems and for five levels of per pupil expenditure of the reporting school systems. Tables 1 through 23 provide data summarizing the number of pupils and the number of teachers per professional and administrative staff members. Tables 24 through 44 include most of the pupil-staff and teacher-staff categories found in tables 1 through 23, but are classified both by per pupil expenditure for current operations and by enrollment group. The report separately highlights mean numbers for pupils and teachers by various categories. (SI)

ED 306 468 CG 021 601

McCullagh, James G., Ed.; Allen-Meares, Paula, Ed.
Conducting Research: A Handbook for School Social Workers.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 88
NOTE- 431p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; Elementary Secondary Education; *Evaluation Methods; *Research and Development; Research Needs; *School Personnel; *Social Workers

This handbook on conducting research was written for school social workers and contains these articles: (1) "The School Social Work Practitioner and Research: An Overview" (Elizabeth Timberlake and Lewis Carr); (2) "Defining Empirically Based Practice" (Deborah Siegel); (3) "Future Research in School Social Work Services: An Update" (Christine Sabatino, Elizabeth Timberlake, and Sally Hooper); (4) "Assessment in Groups" (Sheldon Rose); (5) "Assessing the Effectiveness of School Social Workers: An Update Focused on Simulations, Graphics, and Peers" (Norma Radin); (6) "Human Subjects Guidelines for School-Based Research" (Ruth Ratliff); (7) "Interrupted Time Series Design and the Evaluation of School Practice" (Paula Allen-Meares); (8) "Single-Case Study Designs Revisited" (Eileen Gambrill and Richard Barth); (9) "Single-Subject and Group Designs in Treatment Evaluation" (Srinika Jayaratne); (10) "Survey Research for School Social Workers" (John Alderson and Curtis Krishef); (11) "Evaluation of Performance: Where Does It Fit In?" (Norma Radin); (12) "Individualized Educational Programs as a Tool in Evaluation" (Jean Campbell); (13) "Program Evaluation in School Social Work" (Alvin Flieder); (14) "Content Analysis: It Does Have a Place in Social Work Research" (Paula Allen-Meares); (15) "Applications of Content Analysis to Social Work Practice in Schools" (Paula Allen-Meares); (16) "Qualitative Research as a Perspective" (Roy Ruckdeschel); (17) "Qualitative Research Methodologies" (Tony Tripodi); (18) "The Ethnographic Interview as a Useful Tool for the School Social Worker" (Ron Roberts and James McCullagh); (19) "Using the Library in Practice-Based Research" (Stanley Lyle); (20) "Conducting Research Through Online Computer Databases" (Susan Schrader); (21) "School Social Work: A Bibliography of Books" (James McCullagh); (22) "A Bibliography of Resources for Research" (James McCullagh); (23) "Information Technology in School Social Work: New Challenges for Professional Practice" (Marilyn Flynn); (24) "The Application of Microcomputers in Social Work Research" (William Callahan and Sharon Smaldino); (25) "The Art of Preparing and Securing Grants" (Nora Gustavsson); (26) "Overcoming Obstacles to Publication" (James McCullagh); (27) "A Guide to Professional Publication for School Social Workers" (James McCullagh); and (28) "The Process of Writing Journal Articles: A Personal Statement" (James McCullagh). (NB)

ED 306 631 EA 020 643

Zuker, Marvin A.
The Legal Context of Education. Monograph Series 19.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0324-1
PUB DATE- 88
NOTE- 249p.
AVAILABLE FROM- OISE Press, 252 Bloor Street West, Toronto, ontario M5S 1V5, Canada ($35.00 Cdn.).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Foreign Countries; *Legal Responsibility; *Public Schools; *School Administration; *School Law
IDENTIFIERS- *Ontario

Designed to provide basic information on the evolution and current (1987) status of laws pertaining to public school administration, this book examines laws, regulations, judicial opinions, and their impact on Canadian educational institutions. Discussion focuses on the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, special education, and the AIDS controversy. Chapter 1 discusses "preventive" law and legal sources underlying educational administration, such as provincial legislation, applicable school board policies, and the role of case law in establishing educational policy. Chapter 2 examines the extent of provincial (Ontario) and local board authority when individuals disagree with educational policy. Chapter 3 introduces basic law library research tools. Chapter 4 treats the law of negligence and recovery. Chapter 5 presents material pertinent to student interest, including compulsory education, discipline, student records, child abuse, and the Young Offenders Act. Chapter 6 discusses several court decisions related to school attendance by students with AIDS. Chapter 7 treats special education in Ontario and in the United States, while chapter 8 reviews provincial requirements related to teacher employment constraints and tenure. Chapter 9 deals with the Canadian Constitution and its entrenched Charter of Rights and Freedoms. Chapter 10 contains the conclusion. The book contains a table of cases, chapter endnotes, a glossary of legal terms, and three appendices: (1) the Education Act (Ontario); (2) Young Offenders Act; and (3) the Canadian Constitution. (MLH)

ED 306 706   EA 021 046

Ralph, John; Dwyer, M. Christine
Making the Case: Evidence of Program Effectiveness in Schools and Classrooms. Criteria and Guidelines for the U.S. Department of Education's Program Effectiveness Panel.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 57p.; The authors were assisted by contractor support provided by Research and Evaluation Associates and RMC Research.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; *Educational Trends; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Government Publications; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Program Effectiveness Panel

Criteria and guidelines for the United States Department of Education's Program Effectiveness Panel (PEP), formerly the Joint Dissemination Review Panel (JDRP), are the focus of this report. The publication outlines procedural aspects of PEP's submission procedures and gives practical advice for projects seeking PEP approval. Chapter 2 answers questions about the submission and review process. Chapter 3 discusses changing trends in four areas: claims, case study methodology, types of evidence, and educational significance. Chapter 4 discussed the criteria of effectiveness applied by panelists. To complement PEP's formal criteria, Chapter 5 provides substantive guidance for panelists and program evaluators who want additional information about claim types and related evaluation concerns. The intent of Chapter 5 is to encourage both panelists and evaluators to reexamine their assumptions about evaluation designs and what constitutes convincing evidence. Chapter 6 describes the proper format for project submissions and gives advice about how to present information. Appended is a bibliography of 69 evaluation references. (SI)

ED 306 719 EC 212 782

Barack, Robin S.; Gable, Robert A.
Return to the Mainstream: Reintegration of Behavior Disordered Adolescents into the Public Education System.

PUB DATE- Sep 86
NOTE- 23p.; Paper presented at the National Adolescent Conference on Programming for the Developmental Needs of Adolescents with Behavior Disorders (Minneapolis, MN, September, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Aggression; *Behavior Disorders; Clinical Diagnosis; Depression (Psychology); Followup Studies; *Mainstreaming; Normalization (Handicapped); *Outcomes of Treatment; Program Effectiveness; Psychiatric Hospitals; *Student Adjustment; Student Placement

The study sought to assess adolescents' school functioning following discharge from short-term placement in a psychiatric hospital. Follow-up data were obtained on 46 students (ages 13-18) discharged during a 6-month period. Conduct disorder (socialized aggressive) and major depression were the most frequent diagnoses. Questionnaire data results showed that 56% of students did not attend the educational program recommended by the treatment team during hospitalization. Although multiple stages of educational intervention were advocated, the majority of behavior disordered youth were excluded from many settings. Among other trends noted were the mobility of the population, greater female stability in educational placement, and the fact that the majority of students were judged to be functioning successfully in their post-discharge school placements. Cited as recommendations are the development of a peer-referenced set of guidelines for determining treatment goals, a functional criterion against which to measure the impact of treatment, and a social referent or standard by which to determine post-treatment adjustment. (JW)

ED 306 747 EC 212 811

Bunish, Norbert T.
A Model Mainstreaming Program for the Elementary School.

PUB DATE- Jun 85
NOTE- 263p.; Master's Thesis, DePaul University.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Content Validity; *Disabilities; *Educational Principles; Elementary Education; *Mainstreaming; Models; *Program Development; *Program Effectiveness; Rating Scales; Teacher Attitudes

This study surveyed educators involved in mainstreaming students with disabilities into regular elementary classrooms, to determine their perceptions of the necessary characteristics of a successful mainstreaming program. Their responses were used to formulate a model for a mainstreaming program. The study began with a review of the literature and development of a survey questionnaire. To validate the content of the survey questionnaire, 33 special educators rated certain characteristics as to their importance to a successful mainstream program. After modifications to the questionnaire, 25 special educators completed it. Factors rated important on the questionnaire were grouped into the following categories: student orientation time, teacher orientation time, ancillary personnel factors, administrative factors, parent/community relations factors, curriculum factors, teacher orientation/inservice factors, educational environment factors, communication factors, student orientation factors, and student assessment factors. Eleven administrators then indicated the degree to which they felt that the grouped factors were capable of being accomplished. All but two of these model components were felt to be feasible by the administrators. Data is displayed in 111 tables. (JDD)

ED 306 383   CE 052 321

Advanced Food Science and Nutrition. Vocational Home Economics Education.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

PUB DATE- Aug 88

NOTE- 100p.; For related documents, see CE 052 311-320.

AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Careers; Cooking Instruction; Course Content; Dietetics; *Food; *Food Processing Occupations; *Marketing; *Nutrition; *Occupational Home Economics; Secondary Education; State Curriculum Guides

This curriculum guide for advanced food science and nutrition is one of a number of guides developed for use in vocational home economics education in Texas. Introductory materials address use of the guide and list the essential elements upon which the content is based. The guide is divided into five units: the significance of nutrition, food processing and marketing, food science and food products, food and nutrition technology, and career options and adjustments. Each unit lists competencies and subcompetencies at the beginning of the section. Concepts related to the competencies are listed in the right-hand columns. Learning and evaluation experiences are found in the left-hand columns. Teaching aids keyed to learning and evaluation experiences--including transparency masters, activities, and exercises--are located at the end of the guide. Designations have been used in the content for (1) developing skills within the Texas Common Elements for all vocational education; (2) applying basic/academic skills; and (3) developing critical thinking skills. Key points for content discussion and review and methods for developing critical thinking skills are also indicated. (YLB)

ED 306 412   CE 052 378

Sawyer, Richard; Cosgrove, Susan, Ed.
Learning behind Bars: Selected Educational Programs from Juvenile, Jail and Prison Facilities.
Correctional Education Association.; National Media Outreach Center.
SPONS. AGENCY- Gannett Foundation, Rochester, NY.
PUB DATE- 89
NOTE- 49p.; Part of PLUS (Project Literacy U.S.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Community Programs; *Correctional Education; *Correctional Institutions; Counseling Services; *Delinquent Rehabilitation; Demonstration Programs; High School Equivalency Programs; Postsecondary Education; Program Descriptions; Secondary Education

This report describes briefly a number of highly effective educational programs in correctional settings. The programs are divided into three sections: juvenile correctional education, local detention/community correctional education, and prison education. Information provided for each program includes address and telephone number; type of facility; students served yearly; average student age; staff; contact person; and a brief description that covers types of programs, curriculum, and special offerings and services. Programs cited in Section A are juvenile correctional education programs. They are: Attention Center for Youth, Carter G. Woodson Academy, Lincoln Hills School, Lloyd McCorkle Training School for Boys & Girls, Los Padrinos Juvenile Hall School, Mendenhall Camp, New Hampshire Division of Children and Youth Services--ADC Education Unit, New Hampshire Youth Development Center, Seneca County Youth Center, and Siskiyou County Juvenile Hall. Section B describes the following local detention/community correctional education programs: Contra Costa County Office of Education Jail School Program, Hacienda La Puente Unified School District, Hampden County Jail and House of Correction, Maricopa County Sheriff's Office, Model Learning Center, MonDay Community Correctional Institution, PACE (Programmed Activities for Correctional Education) Institute, Philadelphia Prisons, and Prison Literacy Project. Section C, on prison education programs, describes the Buena Vista Correctional Facility, Garrett Heyns Education Center, Huntingdon Prison Literacy Project, Kansas State Industrial Reformatory, Lebanon Correctional Institution, Maryland Correctional Training Center, Maryland Correctional Institution, Mt. McGregor Correctional Facility, Muskegon Correctional Facility, Oklahoma Prison Literacy Project, and Petersburg Federal Correctional Institution. (YLB)

ED 306 426 CE 052 398

Beder, Hal
Reasons for Nonparticipation among Iowa Adults Who Are Eligible for ABE.
Western Iowa Tech, Sioux City.
SPONS. AGENCY- Iowa State Dept. of Education, Des Moines.
PUB DATE- Mar 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Dropout Research; *Dropouts; *Educational Attitudes; Educational Needs; *Middle Aged Adults; *Older Adults; Participation; Student Motivation; *Young Adults
IDENTIFIERS- 310 Project; *Iowa

A study was conducted in Iowa to determine why adults eligible for adult basic education (ABE) frequently fail to participate. The study was conducted on a representative sample of 129 persons who had not completed high school, were aged 18 or older, and had not attended ABE classes, through open-ended questions refined into telephone interview questions. The most important reasons advanced by nonparticipant adults reflected negative perceptions about ABE. These reasons were low perception of need, perceived effort, dislike for school, and situational barriers. Low perception of need is associated with older age. Situational barriers (marriage, children to care for, employment) derive from the role responsibilities of adults in midlife. In general, the factors that inhibit participation were more potent for older adults than for younger ones. The study concluded that it may be more difficult to recruit older adults who see no need for a high school diploma. Therefore, the ABE population, if refined to include only those who have not completed high school and who want to do so, is being much better served than previously thought. Finally, the study recommended that more thought be given to scheduling to aid in recruiting younger adults who have fewer negative perceptions but have more situational barriers to education. (The survey instrument and 14 references are appended.) (KC)

ED 306 454 CE 052 435

Cook, Robert F.; And Others

Analysis of Apprenticeship Training from the National Longitudinal Study of the High School Class of 1972.

Westat, Inc., Rockville, MD.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.; International Union of Operating Engineers, Washington, D.C.
PUB DATE- Mar 89
NOTE- 184p.
AVAILABLE FROM- Learning by Doing, I.U.O.E. National Training Program, 1125 17th Street, NW, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Comparative Analysis; Educational Research; *Employment Patterns; *Job Satisfaction; *On the Job Training; *Outcomes of Education; Postsecondary Education; Salary Wage Differentials; Vocational Education; Vocational Followup; *Wages

IDENTIFIERS- *National Longitudinal Study High School Class 1972

A study investigated effects of on-the-job or "hands-on" vocational training relative to standard classroom vocational instruction on subsequent employment, earnings, wages, and job satisfaction. The data used were from the National Longitudinal Study of the High School Class of 1972 and five follow-up surveys of this population. An analysis of the data using a staged approach indicated that a full-scale study could be performed of the relative and absolute net effects of various forms of vocational training relative to a comparison group of individuals who engaged only in postsecondary classroom vocational education. These analyses indicated that apprentices earned more than those in the comparison group; the differences grew both absolutely and relatively over time. The average hourly wage and average hours of apprentices were greater than those of in the comparison group. In all years, the proportion of apprentices who were satisfied with their jobs exceeded that of the comparison group. A separate analysis was made of individuals who received employer provided on-the-job training relative to the same comparison group. Findings offered some support for the hypotheses that those who received on-the-job training worked more than apprentices in the early years and had higher earnings in the earlier years. (The text includes 45 tables. Appendixes provide weighted tables and detailed tables.) (YLB)

ED 306 527 CG 021 661

Kemp, Donna R.; Verlinde, Beverly
Public Sector Employee Assistance Programs.
PUB DATE- Feb 88
NOTE- 17p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (San Francisco, CA, February 26-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Colleges; Counseling Services; *Employee Assistance Programs; Federal Government; *Government (Administrative Body); *Government Employees; Higher Education; Local Government; Rehabilitation Programs; State Government; *Universities
IDENTIFIERS- *Public Sector

This document discusses employee assistance programs (EAPs), programs which have been developed to help employees deal with personal problems that seriously affect job performance. It reviews literature which specifically addresses EAPs in the public sector, noting that there are no exact figures on how many public entities have EAPs. Previous research on EAPs serving governments is presented which shows that there are no great differences in public and private EAPs. Federal laws mandating alcoholism prevention and treatment and drug abuse rehabilitation are reviewed. Research on services in state programs is reviewed which indicates that these services are most frequently used: alcohol rehabilitation; psychological, drug abuse, marital, family, financial, and legal counseling; stress management; interpersonal relations; health issues; and life style issues. It is noted that local government EAPs seem to be most prevalent in larger urban counties, municipalities, and school districts. The development of a University EAP at California State University, Chico (CSUC) is described. References are included. (ABL)

ED 306 542 CS 009 639

Biggins, Catherine M.; Sainz, Jo-Ann

How Can the Reading Disbled Student Learn To Read and Enjoy Relevant Literature?

PUB DATE- May 89
NOTE- 21p.; Paper presented at the Annual Conference of the Children's Literature Association (Mankato, MN, May 12-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; *Reading Difficulties; *Reading Instruction; *Reading Processes; Remedial Reading; Teaching Methods
IDENTIFIERS- Reading Motivation

Many factors influence a child's development of reading skills.

Without effective instruction in reading, students fail to realize their potential. Limited English-speaking students and students in rural communities appear to lose the most. Reforms for disadvantaged students must address their needs directly, rather than assume that raising general standards will automatically meet the needs of all students. Skilled reading is constructive, fluent, strategic, motivated, and a lifelong pursuit. While reading disabled children may be unable to read words in a text, the ability to read information presented pictorially and in graphs and diagrams is present. Ability to deal with quantitative relationships and concepts or to think critically is also limited in reading disabled children, with concomitant inability to label experiences, ideas, and objects. Other possible causes of functional illiteracy hindering the reading disabled child include inadequate self-concept, lack of mentation, non-use of the cognitive powers that the student possesses, and lack of attention. Teachers must make certain that tasks are interesting, relevant, and varied, and that the students are motivated to engage in them. Teachers are most effective when they allow more time for reading, proportion work time, closely monitor pupils' efforts to ensure continued engagement, provide for frequent repetition, and drill to overlearning. Educators must find and implement ways to promote broad personal and social development as well as functional literacy skills and knowledge. (Thirty-six footnotes are included.) (MM)

ED 306 601 CS 211 853

McCormick, Kathleen; And Others
Expanding the Repertoire: An Anthology of Practical Approaches for the Teaching of Writing (Reading-to-Write Report No. 11). Technical Report No. 30.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 85p.; For the other reports in this series, see ED 285 206, CS 211 845-852, and CS 211 887.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Critical Reading; Cultural Context; Higher Education; Prior Learning; Reading Processes; *Reading Writing Relationship; Student Reaction; Student Writing Models; *Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- Academic Discourse; *Reading to Write; Reading Uses; Self Monitoring; Student Self Report; Text Factors; Writing Strategies

This study is the 11th and last report from the Reading-to-Write Project, a collaborative study of students' cognitive processes at one critical point of entry into academic performance. The report consists of an Introduction and seven essays, each of which discusses ways to teach a variety of aspects of reading and writing which have been tried out in classrooms or are the result of experimental research, and each of which begins with a self-analysis technique or assignment that teachers can use to introduce students to new concepts and strategies. Each essay includes samples of student responses, suggests diverse ways in which new concepts can be introduced in the context of students' own responses, provides a rationale for teachers and students explaining how each particular concept is important, and concludes with a list of suggested readings. Essays and their authors include: (1) The Interactive Nature of the Reading Process (Kathleen McCormick); (2) Repertoire: Matching What's in Your Mind to What's in the Text (Margaret J. Kantz); (3) Reading for More Than Information: Helping Students Move Beyond Content Reading (Christina Haas); (4) A Sequence for Interacting Prior Knowledge with Information from Sources (John Ackerman); (5) Reading to Develop a Thesis (Lorraine Higgins); (6) Moving from Sentence-Level to Whole-Text Revision: Helping Writers Focus on the Reader's Needs (Karen A. Schriver); and (7) Images of Academic Discourse: Expanding Our Students' Perceptions (Jennie Nelson). The Reading-to-Write Project references list concludes the document. (RS)

ED 306 616 CS 506 630

Wickham, Kathleen Woodruff
The Generation of Story Ideas: An Exploratory Study of Gatekeeping in Local Television News.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Television; Content Analysis; Information Sources; *News Media; *News Reporting; Occupational Surveys; Questionnaires
IDENTIFIERS- Broadcast Journalism; *Gatekeeper Role; Journalism Research; Local News; News Stories; *News Story Selection; Television News

A study examined the possible sources for story ideas within a local television newsroom, with a special emphasis on the role of the reporter. Fifteen newscasts, comprising 227 stories that appeared on early evening newscasts of the three network affiliated television stations in Memphis, Tennessee, were coded for the original source for each story idea. A questionnaire distributed to all reporters and news managers at the three stations probed various attitudes and skills behind the generation of story ideas. Return rate was 74%. Results indicated that while 84% of the reporters and news managers said reporters should be responsible for their own story ideas on a daily basis, the bulk of the story ideas were generated by such middle management employees as the assignment editor or executive producer, with the assignment editor shouldering the largest share. (Three tables of data are included, and 24 footnotes are attached.) (RS)

ED 306 658 EA 020 898

Robinson, Norman; Munton, Patricia D.
Attitudes of Strikers and Strikebreakers in an Illegal Teachers' Strike: A Study of Strike Propensity and Strike Compliance.

PUB DATE- Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Labor Problems; *Labor Relations; Quality of Working Life; School Districts; *Strikes; *Teacher Strikes; Union Members; *Unions; Work Environment
IDENTIFIERS- British Columbia

This study investigated the phenomena of strike propensity and strike compliance among teachers in an illegal teachers' strike that occurred in British Columbia, Canada, in 1983. A questionnaire developed for this study was distributed in early 1984 to a random sample of 1,000 teachers from eight school districts; a total of 456 responded. The study sought information relating to teachers' strike propensity; their reasons for voting for or against the strike; their strike compliance (whether they participated in the strike action); their reasons for participating or not participating in the strike action; their attitudes toward the teachers' union; their feeling of identification with the teachers' union; their attitude toward the issue prompting the strike; their attitude on whether teachers should have the right to strike; and their level of concern over working conditions and the public image of the teaching profession. Appended are 24 references and 11 data tables. (SI)

ED 306 733 EC 212 797

Baumgart, Diane; Purdy, Susan
Career Exploration: A Curriculum Manual for Students with Moderate Handicaps. Secondary Transition and Employment Project: STEP.
Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 141p.; For related documents, see EC 212 791-801.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Exploration; Curriculum Development; Daily Living Skills; *Disabilities; *Education Work Relationship; Interviews; Job Search Methods; *Moderate Mental Retardation;

Parent Role; Secondary Education; *Student Educational Objectives; *Vocational Education

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with moderate handicaps with systematic individual assessment of vocational preferences and instruction in work-related skills. The curriculum stresses parent involvement, vocational training beginning at the 7th or 8th grade levels, a cyclical approach with initial activities later repeated in more advanced or complex forms, hands-on and real life experiences, and remediation of social deficits. The curriculum is organized by broad goals. Goals 1 and 2 involve collecting and summarizing information about students' functional life skills and their vocational interests and experiences. Goals 3 and 4 are designed to help students explore individual vocational preferences by gathering information. Goal 5 gives students experience in observing work, determining skills required, and analyzing their ability to do specific jobs. Students also develop basic skills essential for obtaining employment including using the telephone, scheduling appointments, and participating in an information interview. Sample lesson plans and forms are included in the module. Lessons may be incorporated into an existing life skills special education class or presented as a separate course which might include nonhandicapped students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal.(DB)

ED 306 761 EC 212 828

Elam, Anne H.; And Others

Guidelines for the Identification of Artistically Gifted and Talented Students. Revised.

South Carolina State Dept. of Education, Columbia. Office of General Education.

PUB DATE- 88
NOTE- 129p.; Supersedes ED 267 561. Colored paper used in parts of document may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Creativity; Dance; Drama; Elementary Secondary Education; Eligibility; Music; Records (Forms); *Screening Tests; State Programs; *Talent; *Talent Identification; Visual Arts
IDENTIFIERS- *South Carolina

This color coded manual provides guidelines and required or recommended forms for the identification of artistically gifted and talented students in South Carolina at the elementary and secondary levels. A multi-step procedure is outlined which is divided into three stages: initial screening, specific screening, and final screening. The major portion of the document consists of such forms as the South Carolina Rating Instrument for Artistically Gifted and Talented Students, the South Carolina Screening Data Recording Sheet, and sample nomination forms and letters. In addition, checklists and other sample forms appropriate to the specific and final screenings of students gifted in dance, drama, music, and the visual arts, respectively, are provided. (DB)

ED 306 673 EA 020 930

Winter, Phoebe C.

Regulation of Home Schooling Parents in South Carolina: The State's Perspective.

PUB DATE- Mar 89

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Boards of Education; Educational Environment; *Educational Legislation; Elementary Secondary Education; *Home Programs; *Home Schooling; Instructional Design; *Nontraditional Education; School Attendance Legislation; School Law; Teacher Qualifications

IDENTIFIERS- *South Carolina

This paper includes a discussion of South Carolina's 1988 amendment to the law regulating home schooling instruction. A brief history of the law and the amendment is provided. Prior to the passage of the amendment, the State Board of Education approved home instruction programs. The amendment specifies: (1) procedures for application; (2) instructor qualifications; (3) minimum requirements for the instructional program; and (4) physical conditions of the place of instruction. Interpretation of the law regarding the home instruction issue appears to be a continuing problem. (SI)

ED 306 689 EA 020 981

Murphy, Joseph
The Reform of School Administration: Pressures and Calls for Change. Final Copy.
PUB DATE- Dec 88
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Administrator Selection; *Change Strategies; Educational Change; Elementary Secondary Education; Instructional Leadership; *Principals; *Public Education; *School Administration; *Superintendents

This paper is part of a larger report entitled "The Reform of American Public Education in the 1980s; Themes and Cases." A discussion on the reform of school administration, specifically the forces leading to the reform of school administration in the 1980s is presented. The first part of the report documents the forces that led to demands for improvements in preparation and functioning of principals and superintendents. The pressures are considered contextual or macrolevel influences on the reform of school administration. Next, the microlevel pressures are analyzed. The need for reform is based on analyses of problems with the ways principals and superintendents are recruited, trained, certified, and selected. The discussion is drawn from two sources that include the critical analyses of educational administration and reform reports of diverse types. Appended are 110 references. (SI)

ED 306 368 CE 052 306

Principles and Theories of Child Development. Student Laboratory Manual.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Dec 85
NOTE- 179p.; For a related instructor's guide, see CE 052 305.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; *Child Development; Competency Based Education; Course Content; *Developmental Stages; Laboratory Manuals; Learning Activities; Lesson Plans; Postsecondary Education; *Prenatal Influences; Units of Study; Workbooks

This laboratory manual is designed to prepare postsecondary students for working with children in a child care setting. The experiences in each unit are intended to enhance students' knowledge of and skills in working with children. The workbook is organized in six units covering the following topics: perspectives on child development; theories of child development; prenatal development and the neonate; development in infancy and toddlerhood; development in early childhood; and middle childhood and adolescent development. Each unit includes performance objectives, an overview, references for further information, laboratory experiences, a self-evaluation form, and a participation evaluation form. Guidelines for a successful laboratory experience are provided. The manual also contains a glossary and a 20-item bibliography. (KC)

ED 306 398 CE 052 344

Kitinoja, Lisa

Informal Research and Development for Agricultural Development--Key Roles for Agricultural and Extension Educators.

PUB DATE- Aug 88
NOTE- 15p.; Paper presented at the Caribbean Meeting of the Association for International Agricultural and Extension Education (Kingston, Jamaica, August 7-12, 1988).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Adult Educators; *Agricultural Education; Developing Nations; *Extension Education; Models; *Research and Development; Research Projects; *Rural Development; *Teacher Role

Informal research and development (R & D) is defined as any small-scale, decentralized agricultural or extension education program that involves the population of learners in the process of planning, implementation, and evaluation of a learning process. It involves simple experimentation with potential solutions to common problems. The presence of a professional trained in informal R & D methodologies can facilitate each step in the informal R & D model. Informal R & D promotes several concepts of prime concern to international educators and development experts, including active participation of the local population, focus of teaching/learning content, respect for indigenous agricultural knowledge and skills, and the possibility of development leading to political empowerment and to demands for change in the distribution of power within society. The many roles that an agricultural or extension educator must be prepared to play under these circumstances can be grouped within five broad categories. Roles in the initial planning stage include those of the researcher, collaborator, and consultant. During implementation, the educator's roles include facilitator, resource person, consultant, and instructor. A key role during evaluation is to guide the process. Professional educators must also report results and serve as trainers. (25 references.) (YLB)

ED 306 482 CG 021 615

Sundberg, Norman D.; And Others
Boredom Proneness in Young Adults: Gender and Cultural Comparisons.
PUB DATE- Aug 88
NOTE- 21p.; Paper presented at the Annual International Council of Psychologists (46th, Singapore, August 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cross Cultural Studies; *Cultural Differences; Foreign Countries; Higher Education; *High Risk Persons; *Sex Differences; *Student Attitudes
IDENTIFIERS- Australia; *Boredom; Hong Kong; Lebanon; United States

Despite the widespread prevalence of boredom in many societies and of boredom-related problems in education, industry, and mental health, little research has been done on this emotion and no empirical cross-cultural research could be found. A Boredom Proneness (BP) Scale was developed and administered to college students in Australia, Hong Kong, Lebanon, and the United States. A principal component analysis of the four samples revealed similar factor loadings and alpha coefficients. An analysis of variance among groups manifested a significant main effect of culture, an effect much larger than that for gender which was also significant. The Australian and American samples were similar in their boredom proneness levels. The Lebanese students, followed by the Hong Kong students reported the highest amounts of boredom proneness. Within all groups, males scored higher than females and significantly so with Americans and Australians. Fifteen "factorially transcultural" items were identified across samples. The results suggest that although boredom may exhibit many shared elements, culturally specific attitudes also exist. (Author)

ED 306 497 CG 021 630

Marais, James L.
The Use and Abuse of Humour in Personality Guidance.
PUB DATE- Aug 88
NOTE- 14p.; Paper presented at the Annual International Council of Psychologists (46th, Singapore, August 21-25, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Group Counseling; *Humor; Personality Development; School Counselors; *School Guidance
IDENTIFIERS- *South Africa

Humor can be incorporated advantageously in personality guidance within the group and individual context. The guidance teacher must, in the first instance know when humor should be applied within the group context; secondly, the teacher is responsible for ensuring that humor is not abused, either by the group or himself. Should these conditions be met, then humor should have a beneficial effect on the group. Humor has been found to be a feature of spontaneity. Some may argue that one guidance teacher may possess the gift of humor while the next may not. However, most guidance teachers do possess a sense of humor to a greater or lesser degree. Humor in group guidance should be spontaneous. It should primarily reflect the attitude of the guidance teacher; the guidance teacher accepts it as an obvious form of expression within the group which should be promoted and encouraged. Further research on the role which humor should serve in educational/academic and vocational guidance is desireable. (ABL)

ED 306 512 CG 021 645

Bamford, Kathryn W.
Values of Early Adolescents Compared by Social Network Groups.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Grade 6; Intermediate Grades; Moral Development; *Sex Differences; *Social Influences; *Social Networks; *Values

Research has shown that the social networks of children are among the major socializing influences within children's environments. This study sought to determine the relationship between early adolescents' social networks and their corresponding value preferences. Subjects were 36 boys and 29 girls in two middle-class sixth-grade classrooms. The Rokeach Values Survey-Form D, revised by Cole (1972), and a social network protocol were administered in groups. Responses to the social network protocol were divided by adult composition into four groups: male-dominated (N=10), female-dominated (N=16), balanced (N=15), and no-adults listed (N=24). Chi-square analysis revealed that the adult composition of the social-network groups was not independent of the gender of the early adolescents. The Mann-Whitney U Test indicated seven terminal and eight instrumental value rankings were significantly different between the social network groups. Results were interpreted to reflect the gender of the children within each group: predominantly male groups ranked higher values that reflect an orientation of justice and individuation, while groups composed mostly of girls ranked higher values that focus on relationships. Little influence was demonstrated by the gender of the adults listed in the social-networks in the values of the sixth graders, thus failing to confirm the socializing influence of nonfamilial adults on gender differences in moral orientations of young adolescents. (Author)

ED 306 558   CS 009 659

Manning, Maryann Murphy; And Others
Reading and Writing in the Primary Grades. Analysis and Action Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1697-1
PUB DATE- 87
NOTE- 82p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1697-1, $8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Class Activities; Critical Thinking; *Language Arts; Language Experience Approach; *Literacy; Models; Piagetian Theory; Primary Education; *Reading Instruction; Reading Writing Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Whole Language Approach

Arguing that reading and writing in school should be natural and enjoyable for children, this book is based on the Piagetian theory that knowledge is constructed by each individual and the psycholinguistic view that learning takes place best when viewed as holistic and when instructional materials for children are authentic and purposeful. The book describes the constructive nature of children's thinking, reading, and writing, and the natural development of these processes. Chapter 1 discusses a model of literacy learning and the role of teachers in creating sound literacy programs for their pupils. Chapters 2 and 3 present instructional practices, consistent with the whole-language approach, that support natural literacy development of young children. The last chapter presents final comments. (Appendixes list children's books: favorite books, poetry collections, big book publishers, books used for cooking as an extended activity, and predictable books. A 26-item bibliography and a 17-item annotated bibliography are attached.) (RS)

ED 306 573 CS 211 782

Shook, Ronald
When Worlds Collide.
PUB DATE- Mar 88
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Expository Writing; Higher Education; Models; *Research Methodology; *Research Papers (Students); *Research Skills; Student Research; Writing Exercises
IDENTIFIERS- *Research Training

The traditional research paper is a hothouse flower, existing only in the quiet recesses of English departments. There is much research being done outside the university but approach, format, and philosophy of both research and the research paper differ dramatically from the models presented to students. Classes on the writing of research papers can be made more realistic by: (1) having students find some problem in their professional, personal, or academic life that needs to be solved by research; (2) making sure that students already know quite a bit about the topic on which they will be doing research; and (3) having students choose a topic that is practical rather than theoretical, and technical rather than academic. Students should be encouraged to use well-designed magazine articles as models for the format of their papers, and all the writing the students do in class should be actually and immediately connected to their paper. (Author/RS)

ED 306 645 EA 020 822

Odden, Allan

School Funding Changes: 1960 to 1988.
PUB DATE- Feb 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Educational Change; *Educational Finance; Elementary Secondary Education; Enrollment Trends; *Financial Support; *Public Education; *School Taxes; State Action

Despite pessimism concerning school funding prospects and the deep recession of the early 1980s, this article shows that real school revenues during 1980-1988 continued to increase at substantial rates. The first section discusses school revenues in the context of the country's gross national product and personal income from 1960 to 1980. While fiscal support for schools was strong during this period, teachers' real salaries declined by 19 percent between 1970-1980. The second section briefly describes the funding increases needed to finance the education reforms proposed during the 1980s--both the high standards, expectations, and requirements recommended in "A Nation at Risk" and programs to upgrade the teaching profession proposed in "A Nation Prepared." The final section provides national, regional, and state detail on educational finance changes in relation to funds needed for reforms. This section also discusses changes in total education revenues from all sources and on a per pupil basis, focusing on the 1980, 1983, and 1988 periods and comparing changes in the 1980s to those in the 1970s. During the 1980s, education funding moved upward, but consumed a smaller percentage of gross national product and personal income. The 1988 figure (3.57 percent) is higher than the 1983 figure (3.54 percent), but less than the 1980 figure (3.61 percent). However, funding per pupil rose 33 percent in an era of continued tax and expenditure limitation. This effect is partly due to small enrollment increases between 1980 and 1988. Average teacher salaries are also rising in real terms (22 percent), though lagging behind total real funding growth (26 percent) and per pupil growth (31 percent). Most significantly, fiscal increases during the 1980s have exceeded those of the 1970s. States are now the lead fiscal agents for school funding. Included are nine tables. (MLH)

ED 306 720 EC 212 783

Ysseldyke, James E.

Student-Teacher Ratios and Their Relationship to Instruction and Achievement for Mildly Handicapped Students. Final Project Report. Monograph No. 9. Instructional Alternatives Project.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 45p.
GRANT- G008630121
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Class Size; Educational Environment; Educational Quality; Elementary Education; *Grouping (Instructional Purposes); *Instructional Effectiveness; Labeling (of Persons); *Mild Disabilities; *Teacher Student Ratio

This project report describes major features of the 2-year Student-Teacher Ratio Project, including objectives, personnel, activities, findings, and resulting products. The project's purpose was to conduct an analysis of the efficacy of current practices in student-teacher ratios for providing special education services to mildly handicapped students. Results of current research on student-teacher ratios within regular education remain inconclusive. The first of four studies revealed great variability in current special education student-teacher ratios, which were examined through an analysis of state guidelines and a national survey. In a second study, observations of 139 mildly handicapped elementary students under different student-teacher ratios (1:1, 3:1, 6:1, 9:1, 12:1) revealed differences in the qualitative nature of instruction and student academic response time, but no significant differences for task completion and task success. Next, a case study analysis revealed that the special education categorical label assigned to the student was unrelated to the effectiveness of different student-teacher ratios. A fourth study examined opinions about optimal student-teacher ratios for both student learning and teacher instruction. Results indicated that parents and teachers tended to prefer smaller group sizes, while administrators preferred larger group sizes. Project products, references, and a list of related research reports are appended. (JW)

ED 306 441 CE 052 416

A Working Woman's Guide to Her Job Rights. Leaflet 55.

Women's Bureau (DOL), Washington, D.C.

PUB DATE- Jun 88
NOTE- 70p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Employed Women; *Employment Practices; *Equal Opportunities (Jobs); Retirement Benefits; *Sex Discrimination
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Equal Employment Opportunity Commission; Individual Retirement Accounts; Job Training Partnership Act 1982; Social Security

The rights discussed in this guide pertain to those guaranteed by federal legislation affecting women seeking jobs, working on the job, and retiring from employment. The section entitled "Getting the Job" contains explanations of services provided by: (1) the U.S. Employment Service; (2) the federal-state partnership established by the National Apprenticeship Act; (3) the employment and training program sponsored by the Job Training Partnership Act (JTPA); and (4) vocational education programs that are federally sponsored by the Perkins Vocational Education Act. That section also describes job seekers' federal protection from discrimination. The section called "On the Job" describes a variety of laws that prohibit discrimination (including sexual harassment and pregnancy discrimination) and that govern (1) wages; (2) hours; (3) promotions and training; (4) maternity leave; (5) child care and dependent care tax credit; and (6) occupational safety and health. The "After Retirement" section describes the benefits women are entitled to from Social Security, private pension plans, and personal retirement plans such as Keoghs and Individual Retirement Accounts. In all three sections, advice is provided on what to do to obtain benefits or rectify discrimination. The appendices contain addresses of federal compliance agencies and those that administer laws on retirement or disability benefits, addresses of relevant state agencies, and sample discrimination complaint forms. (CML)

ED 306 588 CS 211 834

Anema, Durlynn C.
The British Press Council: A Prototype for U.S. Libel Litigation?
PUB DATE- Feb 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Court Litigation; *Ethics; Foreign Countries; Journalism; Legal Problems; *Models; *News Media; *News Reporting
IDENTIFIERS- *British Press Council; Great Britain; *Libel

The half million pound libel award to Jeffrey Archer during the summer of 1987 renewed interest in the British Press Council and its role in the litigation process in Great Britain. At the same time, renewed interest in re-establishing a National Press Council in the United States was voiced by several media researchers. Founded in 1953 upon recommendation of a British Royal Commission on the Press, the British Council moved in 1963 from being an exclusive press organization to having an equal public/press membership. The workings of the press council are not complex, with a simple hearing conducted without benefit of representative counsel on either side. Case hearings have increased over the years, with over 1,000 complaints brought in 1985. The voluntary nature of the British Press Council aids its progress because no party is obligated to the final recommendation. Revival of interest in a press council in the United States has occurred as libel suits have increased. The final question remains as to whether the British Press Council model would work in the United States. (Forty-three endnotes are attached.) (RS)

ED 306 617 CS 506 633

Gundersen, D. F.
An Application of the SEI Short Form to Public Speaking Events.
PUB DATE- Apr 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Evaluation Methods; Factor Structure; Higher Education; Item Analysis; *Public Speaking; *Test Reliability
IDENTIFIERS- *Speech Evaluation Instrument

A study examined the extent to which a 19-item short form of the Speech Evaluation Instrument (SEI) is a reliable instrument, what factor structure emerges from the analysis, and how that factor structure compares to that reported for the 30-item long form of the SEI. Subjects, 606 undergraduates enrolled in speech communications classes at two Arizona State University campuses, responded to portions of two video-taped speeches, using the short form of the SEI, which applied to presentational, rather than interactive, speech stimuli. Results indicated that the short from of the SEI is a reliable instrument when applied to presentational speech; that a four-factor structure emerged, dividing "superiority" into "competence" and "status" (dynamism, attractiveness, competence, and status); and that the factor structure for the short form differs from that of the long form in that the factors emerged in reverse order. Overall, analysis leads to the conclusion that the short form of the SEI warrants further development. (Three tables of data and 23 references are attached.) (RS)

ED 306 632 EA 020 708

Townsend, Richard G.
They Politick for Schools. Occasional Paper 25.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0323-3
PUB DATE- 88
NOTE- 119p.
AVAILABLE FROM- OISE Press, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada ($35.00 Cdn.).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Improvement; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Political Attitudes; *Politics of Education
IDENTIFIERS- *Canada

This report focuses on illuminating the politics of education through analysis of conversations with politicians. Interviews were conducted with 180 of Canada's most reputed politicians for education between 1979 and 1983. Two target groups included 47 elected provincial legislators and 133 school board members. Chapter 1 is an introduction, and chapter 2 addresses the question of whether politicians for Canadian education show themselves as operating in a mileau based on cooperation and widely shared values. Based on analyses of variance and on frameworks of political culture, a conjunction is made between linguistic-value patterns and political cultures within Canadian regions. Chapter 3 discusses the specifications and sources of style. Chapter 4 is a brief speculation about politicians' preferring distinct standards or processes for interacting with experts, constituents, and other representatives. In chapter 5, findings are highlighted and a personal reaction is given. Appended are research tactics including: (1) a review of the procedure for choosing the study's respondents; (2) a description of the interview and analytic process; (3) illustration of the levels of analysis; (4) steps for sorting out the variables of the analyses; and (5) interview questions. (SI)

ED 306 659 EA 020 899

Weisz, Eva
A View of Curriculum as Opportunities To Learn: An Examination of Curriculum Enactment.
PUB DATE- Mar 89
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; *Classroom Techniques; *Curriculum Evaluation; *Curriculum Research; Elementary Secondary Education; Ethnography

This study draws a relationship between curriculum documents and classroom daily occurrences by describing how the curriculum document is enacted in the instructional context. The setting for the study centered on the daily life of two classrooms. Two inductee teachers were paired with mentor teachers as part of a collaborative project between a major university and five local surrounding school districts. Ethnographic domain analysis was used to categorize relationships established by the needs assessment instruments used in the study. The study found the existence of three types of curriculum previously identified in the literature review of the study (overt, hidden, and social), and also identified two more types (masked and unofficial), all of which relate to classroom daily occurrences. The overt curriculum refers to the specific, substantive material teachers convey to students. The hidden curriculum consists of values and norms that schools subtly teach without intending to do so. Social interactions that occur in classrooms between the teacher and students, or between students, comprise the social curriculum. Masked curriculum is identified as academic content that has not been identified previously in the formal state-mandated curriculum. Finally, the unofficial or teacher-constructed curriculum refers to content that is planned by the teacher, but is not part of the planned curriculum document. (JAM)

ED 306 674 EA 020 931

McCormick, William J.; Clarke, Marian
Evaluation of Incentives Provided To Increase the Availability of Opportunity Classes and Programs in Grades 7 through 9, Inclusive. Senate Bill 813 (Chapter 498, Statutes of 1983).
California State Dept. of Education, Sacramento.
PUB DATE- Sep 87
NOTE- 41p.; Report prepared for the Specialized Programs Branch.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Opportunities; *Grade 7; *Grade 8; *Grade 9; *Incentives; Junior High Schools; *Program Development; *Program Evaluation
IDENTIFIERS- California Education Code

This report was prepared in compliance with Chapter 4, Article 2.3 of the California Education Code. Section 48644.3 directs the State Department of Education to evaluate the increase in availability of opportunity classes and programs in grades 7 through 9. The report has four sections. Section I, Introduction, chronicles events prior to implementing the opportunity expansion incentive program specified in Article 2.3. Section II, Implementation Years, 1984-85 and 1985-86, summarizes outcomes of the incentive program. These outcomes include district participation, average daily attendance (ADA), additional ADA over the base year, excess costs, and incentive dollars reimbursed to districts. Section III, Effectiveness Indicators, examines the extent to which the objectives of Article 2.3 were met. Section IV, Conclusions and Recommendations, summarizes the report findings by identifying factors constraining the incentive program's effectiveness and concludes with recommendations. (SI)

ED 306 707 EA 021 215

Baker, Curtis O., Ed.; Ogle, Laurence T., Ed.
The Condition of Education, 1989. Volume 1: Elementary and Secondary Education.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-650
PUB DATE- 89
NOTE- 144p.; For volume 2, dealing with postsecondary education, see EA 021 216. For 1988 edition, see ED 294 332.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 065-000-00377-5; $5.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Environment; Educational Finance; Educational Quality; *Educational Resources; Educational Trends; Education Work Relationship; *Elementary Secondary Education; Ethnic Distribution; Expenditure per Student; Government Publications; *Outcomes of Education; Public Opinion; *School Statistics; Statistical Analysis; Student Characteristics; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Indicators

As in 1988, the current status of education is presented in the form of indicators measuring education's "health" and showing major trends and developments. These indicators derive from studies carried out by the National Center for Education Statistics (NCES) and from surveys conducted within and outside the Federal Government. This report comprises two volumes, the first addressing elementary and secondary education and the second postsecondary eduation. (A third volume, "1989 Education Indicators," includes the text, tables, and graphs from the first two volumes and supplies technical supporting data, supplemental information, and data sources.) Indicators for elementary and secondary education have been grouped under the headings of outcomes, resources, and context. Outcome indicators are presented for student performance in general, for high school performance by race and ethnicity, and for economic outcomes (unemployment rates of high school graduates and dropouts). Resource indicators cover both fiscal and human resources. Context indicators include student characteristics, aspects of the learning environment, perceptions of teachers and the general public, and competency requirements for high school graduation and teacher certification. New indicators have been added for (1) science performance; (2) international comparisons of math and science proficiency; (3) the racial and ethnic composition of elementary and secondary education; and (4) the number of credits required by states for high school graduation. Narrative discussions and charts depict each indicator; 30 supporting tables are appended. (MLH)

ED 306 748 EC 212 812

Hearing on the Commission on Education of the Deaf and Special Education Programs. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 30 Mar 88
NOTE- 334p.; Serial No. 100-79. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Deafness; *Disabilities; *Educational Practices; Elementary Secondary Education; *Federal Legislation; Hearings; Preschool Education; Program Implementation; *Public Policy; *Special Education
IDENTIFIERS- Congress 100th

This hearing was held to examine education programs for individuals with deafness or other disabilities. The hearing sought testimony concerning implementation of federal policies to ensure a free appropriate public education to children with disabilities. Contained in this volume are transcripts of oral statements and copies of prepared statements, letters, and supplemental materials, submitted by: (1) members of the Commission on Education of the Deaf; (2) representatives of the federal government (Madeleine Will, Assistant Secretary of the Office of Special Education and Rehabilitative Services, and Thomas Bellamy, Director of the Office of Special Education Programs (OSEP); (3) representatives from the National Technical Institute for the Deaf, California State University at Northridge, and Gallaudet University; (4) representatives from private organizations including the Policy Center for Children and Youth, National Early Childhood Technical Assistance System, Corporation for Public Broadcasting, National Center for Deafness, National Captioning Institute, and National Association of State Directors of Special Education; (5) parent advocates; and (6) a private consultant involved with monitoring OSEP programs, David Rostetter. (JDD)

ED 306 762 FL 017 824

Distant Voices, Shared Dreams. Proceedings of the Annual Alaska Bilingual/Multicultural Education Conference (14th, Anchorage, Alaska, February 3-5, 1988).

Alaska State Dept. of Education, Juneau. Bilingual/Bicultural Education Programs.

PUB DATE- 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Alaska Natives; *Bilingual Education; *Conferences; Educational Attitudes; Educational Strategies; Elementary Secondary Education; Literature Appreciation; *Multicultural Education; Poetry; Reading Instruction; Second Language Instruction; Student Attitudes; *Student Motivation; Uncommonly Taught Languages
IDENTIFIERS- *Alaska

These conference proceedings include a conference schedule, numerous photographs from the conference and from its events, and these papers: "Role of Literature as a Source of History, Values and Identity" (keynote address, Edna Ahgeak MacLean); "Motivating Young People to Succeed" (Howard Rainer); "Empowering Minority Students through Creative Reading" (Alma Flor Ada); "Multi-Ethnic Literature in Our Lives and Schools" (Nora Dauenhauer, Richard Dauenhauer); and "Distant Voices, Shared Dreams" (William G. Demmert). Winning student poetry content entries are also included. (MSE)

ED 306 384 CE 052 322

Food Production, Management, and Services. Curriculum Guide.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jun 86
NOTE- 579p.; For related student reference guide, activity book, and aid book, see CE 052 323.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Competency Based Education; *Cooking Instruction; Course Content; Exceptional Persons; *Food Service; *Foods Instruction; Hospitality Occupations; *Job Skills; *Learning Activities; Nutrition Instruction; Occupational Home Economics; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Teaching Methods

This curriculum guide is one of a set of four components covering the food service occupational cluster, developed for use in occupational home economics courses. Teaching strategies, teaching aids, laboratory management plans, and test questions are coordinated with the chapters in the related reference book. A variety of teaching strategies is included, such as reading, lecture, discussion, audiovisuals, and activities. Transparency masters and handout masters are provided. Suggestions for laboratory management include information related to facilities, equipment, and supplies; planning and conducting laboratory activities; and managing the laboratory. Test questions are included for each chapter in the reference book. Answer keys are provided for test questions and for activities in the student activity book. The series of coordinated components is designed to meet a variety of instructional needs, for both cooperative education and laboratory education students and regular and special needs students. (KC)

ED 306 413 CE 052 379

Johnson, John
The Way Through. (A Personal Journey through the Maze of Literacy).
Cambridge House Literacy Scheme, London (England).
REPORT NO.- ISBN-0-9508988-4-8
PUB DATE- 87
NOTE- 75p.; Subtitle on inside cover page reads "Personal Learning Experiences of an Adult Literacy Student."
AVAILABLE FROM- Cambridge House Literacy Scheme, 131 Camberwell Road, London SE5 OHF, England (1.50 pounds).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Improvement; Educational Policy; *Literacy Education; Outcomes of Education; *Personal Narratives; *Program Development; Reading Instruction; *Tutoring; Writing Instruction
IDENTIFIERS- England (London)

This book is a personal history of adult literacy as seen through the eyes of a student. The document assesses and evaluates styles of teaching and the student's role through the years 1969-1986 in England. The focus is on developing a new approach to literacy work, based on the principle of student-centered learning. In this method, the adult collaborates with the tutor in identifying the most effective subject matter, methods, and learning style. Other topics discussed include students' involvement in literacy program activities, conferences, and workshops as well as the experience of different methods: one-to-one tutoring, group work, and independent learning. (KC)

ED 306 427 CE 052 399

Safety Education. A Guide To Help Prevent Accidents Associated with the Home, Student Transportation, Disasters, Pedestrians, Passengers, Fires, Consumerism, Recreation.

Texas Education Agency, Austin.

REPORT NO.- AD9-370-02
PUB DATE- 88
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Accidents; Classroom Techniques; Course Content; Fire Protection; High Schools; Learning Activities; Lesson Plans; *Safety; *Safety Education; School Safety; State Curriculum Guides; Teaching Methods; Traffic Safety; Units of Study
IDENTIFIERS- *Texas

This teacher's guide presents 10 instructional units for one portion of the Texas-approved course in driver and safety education. The units cover the following topics: what is safety?; accident causation and prevention; home safety; student transportation safety; disasters; pedestrian safety; passenger safety; fire safety; consumer safety; and recreational safety. Each unit contains these elements: purpose, performance objectives, content outline, learning activities, evaluative measures, and references. An appendix lists sources of free and inexpensive materials. (KC)

ED 306 455 CE 052 440

Fellenz, Robert A., Ed.; Conti, Gary J., Ed.
Building Tomorrow's Research Agenda for Lifelong Learning. A Symposium (Fort Collins, Colorado, May 19, 1987).
Montana State Univ., Bozeman. Center for Adult Learning Research.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 89
NOTE- 37p.
AVAILABLE FROM- Kellogg Center for Adult Learning Research, Montana State University, Bozeman, MT 59717.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Learning; Conference Proceedings; Electronics; *Information Technology; *Lifelong Learning; Literature Reviews; *Research Needs; *Television Viewing

This monograph contains three symposium presentations that are intended to help define and clarify possible options for a future research agenda for lifelong learning. "Adult Learning: A Review of the Literature with Suggestions for the Direction of Future Research" (Sharan Merriam) thoroughly develops a matrix that explains the contributions of various parts of the literature on learning to future adult education research needs. A 78-item bibliography is attached. "The Electronic Age: Some Adult Education Research Needs" (Roger Hiemstra) begins by discussing the impact of the Kellogg Foundation on the field of adult education and goes on to address the impact of electronic technology and several information transfer and dissemination issues and to identify research needs. "Media Literacy, Adult Learning, and Critical Thinking: A Crucial Connection for Research and Practice" (Stephen Brookfield) discusses the ways in which television helps to shape adults' world views, particularly in the political realm, and it offers some suggestions as to how adult learners might be helped by educators to view television with a greater degree of critical detachment and scrutiny. A fourth and final paper is a transcription of the presenters' remarks from a reactor panel that followed the formal presentations. (YLB)

ED 306 469 CG 021 602

Life, Living, and Learning in the Teen Years.
Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Jan 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Parent Materials; *Resource Materials; Secondary Education

This packet contains articles by and for teenagers and articles and tips sheets for educators and parents. Included are: (1) "What Teens Need from Teachers, Parents, and Other Adults" (Stephen Small); (2) "Visually Impaired, Deaf Teens Share Views"; (3) "Teens Benefit from Community Service" (Kelli Krueger); (4) "My Experience in Foster Care;" (5) "How to Talk So We Want to Listen" (Becky Wilson); (6) "Helping Youth Deal with Stress" (Linda Nauth); (7) "Attitudes of Teenagers Toward Personal Leisure" (Sandra Haack); (8) "Attitudes of Adolescents Toward Family Leisure" (Ruth Rohlfing); (9) "Eating for Health" (Mary Jo Tuckwell); (10) "Dads Teaching Sexuality to Teens" (Dale Olen); (11) "Planning for High School and Beyond" (Gary Bersell); (12) "Bridging the Gaps with Peer Helpers" (James Rowe); (13) "Friends Helping Friends Program--Teenagers Make a Difference" (Trisha Day); (14) "Should Your Teenager Work?"; (15) "Adolescents and Homework--Some Tips for Parents from Parents"; (16) "Tips for Teachers: Helping Families Help With Homework"; (17) "Classroom Ideas: Life, Living, and Learning in the Teen Years" (Joan Mittelstaedt); (18) "Public Relations Ideas: Life, Living, and Learning in the Teen Years"; and (19) "Quotations: Life, Living, and Learning in the Teen Years." Also included are a teen comic strip by teenager Jay Jensen; a list of additional resources to assist readers in providing help and leadership to teenagers; a listing of materials on teenagers included in the 1987-1988 Year of the Family in Education packets; and "Public Relations Tips," sample information releases, and sample public service announcements for March, April, and May. Clip art is included for use in district publications. (NB)

ED 306 483   CG 021 616

AIDS Education: Issues Affecting Counseling and Testing Programs. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-39
PUB DATE- Feb 89
NOTE- 19p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6-99 copies, $2.00 each, 99 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Clinical Diagnosis; *Counseling Services; *Federal Legislation; *Health Education; *Public Health; *Testing Programs

The operations and effectiveness of the Centers for Disease Control's (CDC) human immunodeficiency virus (HIV) counseling and testing programs were reviewed. CDC officials were interviewed; documents pertaining to CDC counseling and testing programs were obtained; and public health departments receiving CDC funds in Colorado, Massachusetts, New Hampshire, Virginia, New York City, and San Francisco were visited. Policies and procedures for performing HIV counseling and testing were reviewed at these locations and records kept on program operations were examined. Sixteen counseling and testing sites funded by the grantees were visited. The literature on counseling and testing programs was reviewed, the Acquired Immune Deficiency Syndrome (AIDS) Counseling and Testing Act of 1988 was analyzed, and AIDS advocacy groups were met with to obtain their views. Based on this review and analysis of federal counseling and testing legislation debated during the 100th Congress, five salient issues were identified: (1) oversight and evaluation of grantee performance; (2) outreach to intravenous drug users; (3) follow-up and long-term counseling; (4) implementation of partner notification; and (5) antidiscrimination protection for persons infected with HIV. Preliminary findings on these issues should facilitate Congressional oversight and deliberations on federal HIV policy. (NB)

ED 306 498 CG 021 631

Dickel, C. Timothy; Young, W. Wayne
Computer Competence for the Applied Gerontologist.
PUB DATE- 20 Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Society on Aging (Washington, DC, March 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Computer Literacy; Computer Networks; *Computer Oriented Programs; *Gerontology; *Social Scientists; Word Processing

This paper shares some ideas regarding the use of computers by persons who use their gerontology training in direct service to older persons and their families. It proposes that, as professionals serving older persons and their families look toward the future, they need to conscientiously incorporate computer competence into their practice. The paper is divided into four parts. First, there is a brief discussion of the concept of computer competence which emphasizes that such competence is really computer fluency. Next, there is an overview of five common computer applications (word processing, electronic spreadsheets, database management, desktop publishing, telecommunications/data communications). Finally, a number of special topics are discussed that can have current and future benefit to applied gerontologists. These topics include hypertext, statistics packages, networking, artificial intelligence, and compact disc read only memory. The paper concludes that the possibilities seem limited only by the knowledge of the hardware and software available and by gerontologists' courage in plunging into this new area of professional practice. (ABL)

ED 306 528 CG 021 662

Mathabe, Neo R.
Is Black-White Counselling a Possibility in South-Africa?
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apartheid; *Blacks; Client Characteristics (Human Services); *Counselor Attitudes; Counselor Characteristics; *Counselor Client Relationship; Foreign Countries; Racial Bias; *Racial Relations; *Whites
IDENTIFIERS- *South Africa

Black and white counselors in South Africa live in legally predetermined separate worlds highly charged with emotion. Professional neutrality in such a circumstance would be a myth. Counselors are charged on ethical grounds to address the effects on the client and themselves of the socio-political condition. Failure to do so, even at that level, would be to perpetuate the authoritarian social structures. Of utmost importance is the counselors' readiness to recognize the existence of emotionally distorted reactions in themselves. They must be willing to examine their prejudiced perceptions of the client and be ready to work through the distortions. The counselors should acquaint themselves with the dynamics of racial prejudice to promote self-awareness. If black and white counselors would stop feigning political virginity, they could extend themselves outwardly to understand each other's values. If, by being proactive, they would bridge the fissures in the social systems and facilitate a national culture based on inter-individual understanding and acceptance, black and white counseling would be a possibility in South Africa. (ABL)

ED 306 543   CS 009 640

Neilsen, Allan R.
Critical Thinking and Reading: Empowering Learners To Think and Act. Monograph on Teaching Critical Thinking Number 2.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-02-0
PUB DATE- 89
NOTE- 66p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Smith Research Center, Suite 550, Bloomington, IN 47408 ($5.95 plus $1.50 postage and handling); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 09705; $5.95 member, $7.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Critical Reading; *Critical Thinking; Elementary Secondary Education; Higher Education; Language Arts; Reading Comprehension; *Reading Instruction; Teacher Role; Teaching Methods
IDENTIFIERS- Dewey (John); Learner Centered Instruction; *Thinking Skills; Transactional Teaching Style; Transactional Theory

Intended for teachers, this monograph encourages educators to think critically both about critical reading and about what constitutes instruction of critical thinking in schools. The book contains the following chapters: (1) "Crisis in Confidence: The Need for Learner-Centered Schools"; (2) "A Mechanistic World View: Knowledge as Fact"; (3) "An Organic World View: Knowledge as Artifact"; and (4) "Thinking and Reading the Context." Fifty-eight references and an annotated bibliography derived from searches of the ERIC database are attached. (MS)

ED 306 602 CS 211 854

Aiex, Nola Kortner
Literature as Lessons on the Diversity of Culture.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Childrens Literature; Cross Cultural Studies; *Cultural Awareness; Cultural Differences; *Cultural Education; *Cultural Pluralism; Elementary Secondary Education; Higher Education; *Literature Appreciation
IDENTIFIERS- ERIC Digests; *Ethnic Literature

Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a recent survey of the most widely assigned literary works in high schools found that the high school canon changed very little between 1963 and 1989. The ERIC database provides several resources for administrators and teachers who wish to offer their students varied literary and cultural experiences. The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. The general theme of multi-ethnic literature can be simple: diversity. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. (MM)

ED 306 690 EA 020 983

Cook, Richard Paul; And Others
Directory of Public Elementary and Secondary Education Agencies. Spring 1988.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-022
PUB DATE- 88
NOTE- 250p.; For Fall 1986 edition, see ED 288 264. Document contains small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00364-3; $14.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Government Publications; Instructional Program Divisions; *Public Schools; Regional Schools; School Districts; *School District Size; *School Statistics; Tables (Data)

One of the major responsibilities of the National Center for Education Statistics (NCES) is to report on the condition of public elementary and secondary education in the United States. Information on the universe of schools and education agencies is collected annually in the NCES Common Core of Data (CCD) surveys. The surveys are completed from administrative completed from

administrative records of the state education agencies by CCD coordinators. This directory is derived from the CCD data collection of March 1988. Listed in the directory are all reported public elementary/secondary education agencies in the United States and the outlying areas of American Samoa, Guam, Northern Marianas, Puerto Rico, and the Virgin Islands. A complete entry for an agency includes the following information: (1) state; (2) name of (6) student membership code; and (7) metropolitan status code. The prefatory material contains a brief introduction, information on using the directory, definitions of types of agencies, a list of abbreviations used, education agency enrollment size codes, and six statistical summary tables. (MLF)

ED 306 734 EC 212 798

Baumgart, Diane; Purdy, Susan
Career Exploration: A Curriculum Manual for Students with Severe Handicaps. Secondary Transition and Employment Project: STEP.
Idaho Univ., Moscow. Dept. of Special Education.
SPONS. AGENCY- Idaho State Council on Developmental Disabilities.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 44p.; For related documents, see EC 212 791-801.
GRANT- G008430013
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Career Exploration; Curriculum Development; *Education Work Relationship; Parent Role; Secondary Education; *Severe Disabilities; *Student Educational Objectives; *Vocational Education

The guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is intended to provide students with severe handicaps with systematic individual assessment of vocational preferences and instruction in work-related skills. The curriculum stresses parent involvement, vocational training beginning at the 7th or 8th grade levels, a cyclical approach with initial activities later repeated in more advanced or complex forms, hands-on and real life experiences, and remediation of social deficits. The curriculum is organized by broad goals. Goals for students with severe handicaps include developing a long-range vocational plan by collecting information about student activities and parent expectations; having students sample a variety of jobs; and developing students' work skills, such as using daily schedules and traveling to an employment training site. Sample lesson plans and forms are included in the module. Lessons may be incorporated into an existing life skills special education class or presented as a separate course which might include nonhandicapped students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal. (DB)

ED 306 369 CE 052 307

Children, Families, and Society. Instructor's Guide.

Texas Tech Univ., Lubbock. Home Economics Curriculum Center.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 86
NOTE- 131p.; For a related student laboratory manual, see CE 052 308.
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Child Care Occupations; Classroom Techniques; *Community Influence; Competency Based Education; Course Content; *Cultural Influences; *Family (Sociological Unit); Family Environment; Family Influence; Learning Activities; Lesson Plans; Postsecondary Education; *Social Influences; State Curriculum Guides; Teaching Methods; Units of Study

This teacher's guide is designed for use by postsecondary child development instructors in programs that prepare students to be child caregivers or directors. Materials are developed for use in courses that have both a lecture and a laboratory. The instructor's guide is organized in five units covering the following topics: social influences on children and families; cultural influences on children and families; family dynamics; children and families in change; and the family in the community. At the beginning of each unit, performance objectives and references are listed. Suggested classroom learning experiences provide instructors with teaching strategies to help students achieve the objectives. The unit test includes multiple-choice and essay questions. Transparency and handout masters are included for reproduction for classroom use. The instructor's guide also contains guidelines for student laboratory experiences as well as guidelines for evaluating students, for working with students with special needs, and for determining readability using the Fog index. A glossary, answer keys, and a bibliography of all references noted in the units with publishers' addresses complete the guide. (KC)

ED 306 399 CE 052 345

Kitinoja, Lisa; And Others

Undertaking an International Assignment.

PUB DATE- Aug 88
NOTE- 23p.; Paper presented at a graduate seminar on international agricultural education at The Ohio State University (Columbus, OH, August 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Agricultural Education; Developing Nations; *Extension Education; *International Cooperation; International Education; *International Programs; *Overseas Employment; Rural Development

Agricultural and extension educators interested in international agricultural development must answer several questions to become oriented within the field before undertaking an international assignment. The questions are as follows: (1) why do you want to work internationally? (2) what do you have to offer as a professional? and (3) what is your personal philosophy concerning agricultural development? Educators who are interested and committed to working internationally must determine which institutions, organizations, and agencies are doing what in agricultural or extension education. They should prepare by studying the culture, language, and history of the region. Perhaps the most important activity is networking with personal, professional, and academic acquaintances. After getting a job and a destination, the educator should prepare to ease the transition by learning to know the other culture, getting to know the facts about the country, getting to know the subject, learning some basics about the language, involving the family, and preparing for travel. Keys to success on the job are communication, flexibility, adoption of the extension philosophy that efforts should be relevant to the recipient of the aid, and awareness of the inevitability of culture shock. To make the return easier, the educator should keep in touch while overseas and anticipate returning. (22 references.) (YLB)

ED 306 513 CG 021 646

Oregon Model Youth Programs.

Oregon State Dept. of Education, Salem. Oregon Youth Coordinating Council.

PUB DATE- 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Disadvantaged Youth; Dropout Prevention; Drug Abuse; Early Childhood Education; Early Parenthood; Mental Health; *Models; Nontraditional Education; *Youth Programs
IDENTIFIERS- *Oregon

This book presents information about programs in Oregon that are successful in serving disadvantaged youths. Fifty-eight model programs are included in this directory and are categorized under the headings of: (1) early childhood intervention; (2) early childhood education/support; (3) teen parents; (4) juvenile justice; (5) dropout prevention; (6) alternative education; and (7) alcohol and drug/health/mental health. Each section contains a brief summary of its topic and general descriptions of relevant programs. Addresses, telephone numbers, and a contact person are given for each program, along with information such as the clientele served, strategies employed by the program, methods used in providing services, resources, structure, history, funding, numbers served, cost per student/client, evaluation, and follow-up. Some program descriptions also list other similar programs. (NB)

ED 306 574 CS 211 790

Gradin, Sherrie L.
English Studies and the Metaphors We Live By.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Philosophy; English Instruction; Higher Education; *Metaphors; *Models; *Teacher Role
IDENTIFIERS- *Academic Discourse; Empowerment; Metaphorical Thought

Metaphors affect the way teachers and students see, think, and act, and can be useful in building models to empower students. Three models and their metaphorical foundations are currently at work in pedagogical stances attempting to empower students: (1) the conflict metaphor; (2) the midwife metaphor; and (3) the web metaphor. A metaphor of conflict is built through a rhetoric of aggression that is exclusionary and defeating; in spite of the beneficial side to this model of struggle, the negative can outweigh the positive. The metaphorical construct of teacher as midwife leads to "connected" teaching and learning. The midwife image views the teacher as a conductor of knowledge. This model may be difficult for the male to internalize, and it appears to view teachers as passive. Yet, teachers must be actively present to help students grapple with positive aspects of the struggle inherent in this model: conflicting voices, challenges, difficult ideas, and strenuous reading and writing tasks. Finally, the metaphor of the web may be more easily internalized by male teachers and students, and it implies more structure than that of the midwife metaphor. The web metaphor suggests that students already have the authority and voice with which to spin their own interpretations and conversations about texts. When connected to a model of writing, the metaphor both suggests a final product and views writing as a process. English educators need to choose the best metaphors to empower students. (MM)

ED 306 721 EC 212 784

Ysseldyke, James E.; And Others

Social Validity of Different Student-Teacher Ratios. Research Report No. 16. Instructional Alternatives Project.

Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 34p.
GRANT- G008630121
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Attitude Measures; *Class Size; Elementary Education; Grouping (Instructional Purposes); *Instructional Effectiveness; *Mild Disabilities; Parent Attitudes; Surveys; Teacher Attitudes; *Teacher Student Ratio

Social validity data on different student-teacher ratios were collected from 28 administrators, 31 special education teachers, and 50 parents of students in special education programs. Respondents indicated their opinions about optimal student-teacher ratios for student learning and teacher instruction, with administrators generally expressing preference for 4-6 students per teacher, and teachers and parents expressing preference for 2-3 students per teacher. The largest group size in which they thought special education students could reasonably be taught was most often 4-6 for teachers, and 7-9 for administrators and parents. Overall, teachers and parents indicated that they would prefer for children to receive less frequent instruction in smaller groups in special education, while administrators indicated they would prefer for children to receive more frequent instruction in larger groups in special education. References, five tables, and copies of cover letters and survey forms are included. (Author/JW)

DOCUMENT RESUME

ED 306 763 FL 017 954

Dick, Robert C.
A Case for Exclusive Sections of the Basic Oral Communication Course: International ESL Students.
PUB DATE- 13 Apr 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Communication Association (Kansas City, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Communication Apprehension; *English (Second Language); *Foreign Students; Higher Education; *Homogeneous Grouping; Introductory Courses; Limited English Speaking; *Oral Language; Second Language Instruction; Student Needs

It is proposed that, whenever feasible, foreign college students be grouped for English-as-a-Second-Language instruction according to their personal oral communication needs and academic objectives rather than mainstreamed into courses with a predominance of native-English-speaking students. These students' needs, it is argued, can be met more effectively in exclusive sections. The primary reason given is that foreign students are reticent about speaking English in front of native speakers, and that this reticence hinders development of English proficiency. Additional reasons include culturally based reluctance to participate openly and documented teacher reluctance to call on non-native-speakers in a mixed group. These factors inhibit the negotiation of meaning and free production. It is also noted that exclusive sections allow for adaptation to more specific student language needs through assignments, classroom instructional focus, guest speakers, specialized teacher training, and instructional materials designed for non-native-speakers. (MSE)

DOCUMENT RESUME

ED 306 778 FL 017 982

Bruckner, Judith E.
A Descriptive Study of Graduates of an Adult English-as-a-Second-Language Program.
PUB DATE- May 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; Educational Background; *Employment Potential; *English (Second Language); Higher Education; *Intensive Language Courses; Learning Motivation; Participant Satisfaction; Program Effectiveness; Student Attitudes; *Student Characteristics; *Student Educational Objectives
IDENTIFIERS- *Union County College NJ

Students who received the certificate of completion of level six at the Institute for Intensive English at Union County College in 1985-1988 were surveyed. The response rate for 310 surveys was 96%. The survey gathered information on the demographic characteristics and educational backgrounds of the students on entry to the institute, their main objectives for enrolling, their level of satisfaction with the services delivered, and the effects of attendance on graduates' employment and educational aspirations. Results show that most members of the diverse group had achieved their objectives for studying English and were satisfied with their educational experiences at the institute. Of those responding to questions about their jobs, a significant majority felt that studying at the institute had improved their employability. Almost 90% believed their interest in continuing their education was increased by their experience at the institute. A bibliography of over 50 citations and the survey instrument are appended. (MSE)

DOCUMENT RESUME

ED 306 790 HE 022 451

Wood, John J.

Barriers to Minority Access and Persistence in Arizona's Universities: Perceptions of Students, Faculty, Staff and Administrators.

Arizona Board of Regents, Phoenix.

PUB DATE- Nov 88

NOTE- 15p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Persistence; *Access to Education; College Administration; College Faculty; College Preparation; College Students; Competition; Educational Quality; Efficiency; *Equal Education; Equal Opportunities (Jobs); Excellence in Education; Higher Education; High School Students; *Minority Groups; Public Colleges; *State Universities; Student Development; Student Financial Aid; Student Recruitment

IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this study considers issues of minority access and persistence in Arizona's universities. Themes abstracted from personal interviews with minority students, faculty, and staff and minority and nonminority administrators at the three universities are presented. The three themes are as follows: (1) preparation and student access (i.e., high schools are not preparing students for college, recruiters need to reach out to students, and commitment to students extends to post-graduation placement); (2) the cultural field (i.e., some people in the university lack sensitivity, the university wants minorities to participate in campus activities but students think activities are for whites, and minority is not a homogeneous category/minorities are not homogenous groups); and (3) university policy, organization, and programs (i.e., the universities are apathetic in hiring minorities, there are not enough persons to staff programs with high demand for services, and student development is a function of the entire university and not just student affairs). Though almost everyone interviewed is sincerely concerned about minority access to and persistence in Arizona's universities, there are still serious problems. The problems are not limited to the universities, and there is attrition in the entire system of public education in Arizona. Two tables are included. (SM)

DOCUMENT RESUME

ED 306 802 HE 022 463

Church, Kathleen
Undergraduate Literacy Programs at Arizona Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 11p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; College Freshmen; Competition; *Educational Quality; Efficiency; Excellence in Education; Higher Education; *Literacy; Minority Groups; Public Colleges; State Universities; Undergraduate Study; Writing Across the Curriculum; Writing Processes; *Writing Skills
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the papers in the final report by the the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this report looks at the state's undergraduate literacy programs. It has been acknowledged that literacy is the central problem of undergraduate education in America. Six theoretical principles for excellent literacy programs are presented; among these are: developing the ability to write is critical to the development of higher order thinking, and an excellent writing program recognizes that writing instructors should be trained to teach writing. Composition programs at Arizona's universities are noted, with general observations made about the freshman composition programs. Also discussed are developmental programs and educationally disadvantaged minorities, upper division composition programs, and the upper division writing proficiency examination. Four conclusions are made; among these are: the level of resources devoted to the University of Arizona literacy programs is envied by rhetoric and composition faculties at the other universities, and all three universities are in the process of developing rigorous upper division writing requirements for all students. Seven recommendations stress the importance of finding methods of funding literacy education that reflect its cross-disciplinary nature, reducing the size of college composition classes, and developing incentives to encourage more faculty to participate in coherent writing across the curriculum programs. (SM)

DOCUMENT RESUME

ED 306 814 HE 022 475

Fisher, Marvin
University Research and Economic Development in Arizona Today: A Working Paper.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 17p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competition; *Economic Development; Educational Quality; Efficiency; *Higher Education; *Research and Development; Research Projects; State Universities; Statewide Planning; Technological Advancement
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Effic and Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this study focuses on Arizona's university research and economic development. There is concern that America is losing its competitive edge in the crucial areas of science and technology as fewer students study engineering, science, and mathematics. As incentives for industrial research and development diminish, the potential role of university conducted research is enlarged. Research costs and benefits are discussed, noting that the extent to which a university engages in research is widely recognized as an index of its excellence. Arizona's changing research climate is explained. Arizona faculty members are encouraged more directly now in entrepreneurial activities based on research. Cautionary concerns and potential dangers are emphasized, since, although emphasis on economic development and technological competitiveness is appropriate and crucial, it can produce a skewed conception of university research. A case study in cooperative innovation is presented (the SEMATECH microchip research consortium). Six recommendations include: the Board of Regents should continue to encourage technology transfer via policies that lower or remove barriers; the state should institute a program of matching grants for research projects with potential economic benefit; and cities and the state should work together to support schools of very high quality and the various amenities that make Arizona a desirable place to live and work. Contains 10 references. (SM)

DOCUMENT RESUME

ED 306 826 HE 022 488

Caldwell, Roger L.
Arizona Universities Program Changes Nine Year Summary: 1981-1989.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 35p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *College Programs; Competition; *Educational Change; Educational Planning; Educational Quality; Efficiency; Excellence in Education; Higher Education; Longitudinal Studies; Program Development; Public Colleges; *State Universities; *Statewide Planning
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

As one in a series of working papers in the final report of the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness, this document presents data on an anlaysis undertaken to determine how Arizona's universities emphasize new or expanded programs. Areas of institutional focus are identified to help develop institutional mission statements. University requests for program changes for fiscal years 1981 to 1989 were obtained from ABOR's office and university files. The following data were obtained for each program request: university priority ranking, full time equivalent personnel, funding, and title. Additional data were added for total number of submissions by universities to ABOR, and total ABOR approved submissions by the universities to the legislature. Each program request was assigned 1 of 17 keywords (e.g., education, business, medical, public service, and general undergraduate). During this 9-year period, there were 716 requests by the universities to ABOR for $282.5 million, and 222 were approved for $83 million. Results are summarized in 11 tables (e.g., program changes by subject, program changes by year, and program changes by university). Ten conclusions include: the actual range of approved to submitted requests varies by year and by university; the program change mechanism is an effective way to build existing or new programs within the universities; and university guidance to administrative units for program change submissions varies widely. Four recommendations include: universities should be more efficient in processing program change requests, and the board should consider revising slightly the program change portion of the budget process. An appendix offers a discussion of the analytical method and related funding methods. (SM)

DOCUMENT RESUME

ED 306 838   HE 022 500

Johnson, Edward
The Role of Private Fund Raising in Enhancing the Excellence and Competitiveness of Arizona's Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 29p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competition; *Educational Finance; Educational Quality; Efficiency; Endowment Funds; Excellence in Education; *Fund Raising; Higher Education; *Institutional Advancement; *Private Financial Support; Public Colleges; State Aid; *State Universities; Trusts (Financial)
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness examines the role of private fund raising in enhancing the excellence and competitiveness of Arizona's three public universities. National trends in university philanthropy are noted with a focus on state matching gift programs, historical fund raising comparisons of the three universities and their peers, and recommendations for enhancing future fund raising trends. Conclusions include: all three universities lag significantly behind their peer institutions in fund raising success; insufficient state funds exist to fund all universities' yearly requests for new or expanded programs; and the development staffs at the three unviversities have become increasingly productive over the last 5 years. Recommendations are as follows: the Arizona legislature should establish an Eminent Scholars Trust Fund that would match private gifts with new state funds or create endowments; they should also establish a Major Gifts Trust Fund to match private gifts on a formula basis with new state funds for the enrichment of key university programs; members of the Board of Regents should take a more active role in fund raising solicitations on behalf of the universities; and the universities should continue to increase the size of their development staffs, with such increases funded through state appropriations whenever possible. Seventeen tables and figures are included. (SM)

DOCUMENT RESUME

ED 306 850 HE 022 574

Buell, Frederick; Kelly, William
ESL Students and the Study of American Culture.
American Association of State Colleges and Universities, Washington, D.C.; City Univ. of New York, Flushing, N.Y. Queens Coll.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 25p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Instruction; College Students; *Cultural Awareness; Curriculum Development; *English (Second Language); *Foreign Students; Higher Education; *Humanities Instruction; Instructional Development; Language Skills; Models; *North American Culture; Program Descriptions; State Colleges; Urban Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *City University of New York Queens College

This report discusses a project addressing the difficulties that Queens College has with English as a Second Language (ESL) students in the typical humanities classroom. ESL students represent 40% of the college's student body, and instructing them is a significant intellectual and pedagogical challenge. Despite training in English language and composition, ESL students and their teachers have problems due to incomplete acculturation. The result is that when they begin their required humanities courses, many experience considerable difficulty. Some drop out of college and others feel themselves limited to the sciences for their choice of major. To remedy this problem, Queens College designed syllabi for a course for students unfamiliar with the assumptions of American culture. A biweekly faculty seminar met to develop the syllabi. The seminar discussed important theoretical issues, designed trial syllabi, and designed evaluation procedures to gather information on student response. After completing the third semester of teaching courses designed by this seminar, the importance of teaching every component of a course with a density of culturally and historically significant material was noted. Issues must be significantly historicized for students to actively grasp the assumptions behind them and to have enough information to demonstrate that mastery. Student comments on these courses are favorable, and student enrollments have jumped. (SM)

DOCUMENT RESUME

ED 306 862 HE 022 586

Wilson, Thomas C.

The Open University at the University of South Florida: An Assessment of Distance Learning Procedures.

American Association of State Colleges and Universities, Washington, D.C.; University of South Florida, Tampa.

PUB DATE- Jan 89

NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; Computer Assisted Instruction; *Distance Education; Extension Education; Higher Education; Mass Media; Models; Nontraditional Education; *Open Universities; Program Descriptions; Radio; State Universities; Television; Videodisks

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of South Florida

The way in which the University of South Florida (USF) developed its Open University is discussed in this report. Implemented in 1972, the Open University meets the needs of working students, many of whom live a considerable distance from one of the campuses. Annual enrollment today exceeds 7,000, and the pattern of growth indicates a need for programs that can deliver courses to students at home or in the work place instead of requiring attendance in a traditional on-campus class. The USF experience shows that distance learning procedures can provide an effective alternative to traditional forms of instruction in terms of student satisfaction, content mastery, and cost effectiveness. Delivery systems include print materials, television and radio programs, audio and video tapes, computers, and video disks. Recommendations for institutions planning to implement such a program include the following: acquire or produce courses that effectively make use of a variety of media; supply plenty of carefully prepared print materials; have carefully structured workbooks that require students to perform activities based on their viewing and reading; maintain office hours for students to visit professors; and establish study groups. (SM)

DOCUMENT RESUME

ED 306 875 HE 022 599

Ostmoe, Patricia M.
Establishment of an Off-Campus Baccalaureate Nursing Program.
American Association of State Colleges and Universities, Washington, D.C.; Wisconsin Univ., Eau Claire.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C. Div. of Nursing.
PUB DATE- 89
NOTE- 13p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- D10-NU25238
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; College Curriculum; College Faculty; *College Programs; Cooperative Programs; *Extension Education; Higher Education; *Intercollegiate Cooperation; Models; Nontraditional Students; Nursing; *Nursing Education; Off Campus Facilities; Program Descriptions; Rural Areas; State Universities; Telecommunications
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Wisconsin Eau Claire

In an effort to prepare more baccalaureate level nurses for the rural areas of central Wisconsin and to accommodate the educational needs of geographically bound nontraditional students, a basic baccalaureate nursing program was established at an off-campus site. This University of Wisconsin-Eau Claire program is offered in cooperation with two two-year campuses, a four-year institutions, and a hospital. The program incorporates aspects of three traditional outreach program models documented in the literature, the satellite, cooperative and interinstitutional models. The program includes the following components: (1) a curriculum that is equal in quality to the on-campus curriculum; (2) faculty hired for the off-campus site after completion of a year-long on-campus orientation; (3) on-campus faculty who travel to the off-campus site for instruction; (4) use of audiographic telecommunications teaching strategies; (5) off-campus faculty who travel to the main campus for participation in university governance; (6) recruitment and advising of students by all participating educational institutions; (7) partial funding support for the program by the hospital; (8) provision of non-nursing courses by the four-year and two-year campuses; (9) availability of instructional facilities at the cooperating institutions; (10) sharing of financial aid administration; and (11) provision of student scholarship support through the hospital. The program demonstrates unprecedented cooperation between four separate educational institutions and a private nonprofit health care agency. Contains 5 references. (KM)

DOCUMENT RESUME

ED 306 888 HE 022 612

O'Neill, Paul J.
Critical Thinking and Outcome Measures Program.
American Association of State Colleges and Universities, Washington, D.C.; Jackson State Univ., Miss.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 89
NOTE- 21p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *College Curriculum; College Programs; College Seniors; Counseling Services; *Critical Thinking; Educational Objectives; Higher Education; *Liberal Arts; Models; *Outcomes of Education; Problem Solving; Program Descriptions; State Universities; Student Evaluation; Tutoring
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; College Juniors; Critical Thinking and Outcome Measures Program; *Jackson State University MS

The Jackson State University Critical Thinking and Outcome Measures Program, whose academic focus is curriculum reform, is described in this report. The program guides students in developing the skills to think critically, to reason clearly, to express their thoughts cogently, to value open and thoughtful dialogue, and to be receptive to the free exchange of ideas. For black liberal arts students' junior and senior years, the program seeks to build advanced competencies of critical thinking, based on the basic competencies acquired in the freshman and sophomore years. Outcomes assessment evaluate attainment of the competencies. The program is a campus unit of the School of Liberal Arts, staffed by a faculty director, associate director, and a representative from each of the 12 academic departments. Supplemental instruction is offered in high-risk courses (those in which over 30% of students receive "D" or "F"). Academic counseling is available at a student resource center. An interdisciplinary, team-taught core course will be offered. A list of instructional goals and objectives, a program description and a brochure are appended. (KM)

DOCUMENT RESUME

ED 306 900 HE 022 625

Peterson, Sophia; Maxwell, John
The West Virginia Consortium for Faculty and Course Development in International Studies.
American Association of State Colleges and Universities, Washington, D.C.; West Virginia Consortium for Faculty and Course Development in International Studies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 1 Mar 89
NOTE- 135p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consortia; Cultural Awareness; *Curriculum Development; *Faculty Development; Foreign Countries; Higher Education; Intercultural Programs; Interdisciplinary Approach; *International Studies; Models; Program Descriptions; State Programs; State Universities; Student Development
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; West Virginia; *West Virginia Consort Fac Course Develop Intern St

The West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS) is described in this report. FACDIS, a consortium of 21 West Virginia institutions of higher education, assists in international studies course development, revision, and enrichment. It also helps faculty remain current in their fields and in new instructional techniques; provides instructional materials; increases study abroad opportunities for students; and provide professional development opportunities for public school teachers dealing with international topics. The faculty has 62 historians, 33 political scientists, 16 economists, 62 foreign language teachers, 30 sociologists/anthropologists, 14 geographers, and 40 others in a variety of disciplines who teach international studies to more than 6,000 students in West Virginia via the FACDIS projects. Projects and activities include: course development/revision; faculty development; statewide communication by means of a quarterly newsletter and extensive correspondence; institutional review of international studies curriculum; establishment of interdepartmental major in international studies; outreach activities; establishment of a statewide study abroad program; and a foreign faculty exchange. Appended are: a list of FACDIS grants from external sources, 1980- 89; a summary of project activities, 1980-88; a sample FACDIS newsletter; a program from the 9th annual workshops in international studies, 1988; catalogs ("Audio-Visual and Simulation Materials in International Studies" and a supplementary FACDIS catalog); the FACDIS travel study manual for 1987; and a brochure (FACDIS 1988- 89 Study Abroad Services: "A World at Your Doorstep"). (SM)

DOCUMENT RESUME

ED 306 911 HE 022 636

Kjeldsen, Chris K.
Impact of Hazardous Materials on Man and the Environment: A Summer Institute with Academic Year Follow-up.
American Association of State Colleges and Universities, Washington, D.C.; Sonoma State Univ., Rohnert Park, CA.
SPONS. AGENCY- Hewlett-Packard Co. Foundation, Palo Alto, CA.; National Science Foundation, Washington, D.C.; Santa Rosa Junior Coll., CA.
PUB DATE- 88
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Also sponsored by Pacific Gas and Electric Company.
GRANT- TEI-8650086
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Innovation; *Hazardous Materials; Higher Education; *Inservice Teacher Education; Models; Poisons; Program Descriptions; Science Education; *Secondary School Science; *Secondary School Teachers; State Universities; *Summer Programs; Teaching Experience
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Sonoma State University CA

This report focuses on three 11-day summer institutes on "The Impact of Toxic and Hazardous Materials on Humans and the Environment" conducted for 90 secondary school science teachers over the course of three summers at Sonoma State University, California. These summer institutes were all followed up with in-service days during the following academic year. The third year of the program targeted mentor teachers or teachers who would conduct an in-service program for their district. The theme of hazardous materials proved to be an excellent way of integrating basic science principles, recent advances in science, science and engineering technologies, and the relationship and role of science in society. Twenty-five curriculum modules/laboratory exercises were developed, field tested, and critiqued by peers. Field trips were taken to 11 sites to illustrate specific concepts or problems covered in the program. The gap between the private industrial sector and the educational sector was bridged with these numerous site visits and opportunities for interaction with experts from industry. A summary evaluation shows that all of the participants have introduced topics covered in the institute into their teaching, and 81% of their students are considering careers related to subjects covered in the institute. An institute brochure is appended. (Author/SM)

DOCUMENT RESUME

ED 306 923 HE 022 649

Child and Adolescent Psychiatry Training Program.

American Association of State Colleges and Universities, Washington, D.C.; Maryland State Dept. of Health and Mental Hygiene, Baltimore.; Maryland Univ., Baltimore.; Sheppard and Enoch Pratt Hospital , Baltimore Md.

PUB DATE- 7 Oct 88

NOTE- 17p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Child Development; *Fellowships; Higher Education; Mental Health; Models; Program Descriptions; *Psychiatry; Psychotherapy; Research; State Universities; Student Financial Aid

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Maryland Baltimore

The major goal of the 2-year child and adolescent psychiatry fellowship program at the University of Maryland is to provide an integrated but flexible set of learning experiences, with areas of emphasis including child and adolescent development, early intervention and prevention of mental health problems, community child psychiatry, and research. A total of 12 full-time positions are available along with a few part-time positions. Experiences are provided in the evaluation and treatment of children and adolescents in inpatient, outpatient, and community settings. Training and supervision are offered for individual psychotherapy, family therapy, group therapy, mental health consultation, and research. Because of the large variety of training sites available, each fellow's program can be individualized. Each fellow receives 5-6 hours per week of individual supervision, and each has the opportunity to teach residents and medical students during the second year. Training facilities at the University of Maryland include the Center for Infant Study, the Child and Adolescent Inpatient Service, and the Child Psychiatry Pediatric Liaison Service. Community-based programs include the school systems in three districts, the Regional Institute for Children and Adolescents, and the Adolescent Inpatient Service. (SM)

DOCUMENT RESUME

ED 306 935 IR 013 645

Broadcasting and Telecommunications. Yukon 2000: A Communications Policy for the Yukon.

Yukon Dept. of Community and Transportation, Whitehorse.

PUB DATE- May 88

NOTE- 23p.; For related document, see ED 299 092.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communications Satellites; Distance Education; Foreign Countries; *Government Role; History; *Information Needs; *Information Services; Needs Assessment; Policy Formation; Programing (Broadcast); *Public Policy; Radio; Rural Areas; Technological Advancement; *Telecommunications; Television

IDENTIFIERS- *Regulatory Programs; *Yukon Territory

This publication discusses the Yukon Territory government's role in communications matters at both the territorial and the national levels in Canada. The 10 sections of the report address the following topics: (1) the government's response to the demand of Yukoners for better communications services through the development of a territory-specific communications policy; (2) background information on the communications policy; (3) definitions of communications-related terminology; (4) a description of an extensive public consultation process conducted to determine the communications needs of the territory; (5) seven major objectives of the government's comprehensive communications policy; (6) seven components of the communications policy; (7) 12 principles which address the key findings of the public consultation process and meet the seven policy objectives; (8) the organizational structure, which outlines three broad program areas--broadcasting, telecommunications, and special services--and the activities in each area; (9) 14 programs in which the Yukon government is involved, i.e., policy formulation, participation in intergovernmental consultative forums, regulatory matters, influence/advocacy, industry/community liaison, extension of service, Community Radio and Television System, Television Northern Canada, community radio, VHF Mobile Radio system, technology monitoring, emergency communications, distance education; and special projects; and (10) name and telephone contacts for further information about the territory's communications policy and programs. (CGD)

DOCUMENT RESUME

ED 306 950 IR 013 802

Mys, Donald P.; Petrie, James

Effectiveness of a Teaching Tool for Individualized Instruction: An Interactive Computer Managed System, WICAT. November 1985 through June 1988.

PUB DATE- 19 Jan 89

NOTE- 6p.; A Special Report for the Michigan Educational Research Association Conference (Lansing, MI, January 19, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Computer Managed Instruction; Elementary Secondary Education; *Individualized Instruction; *Instructional Effectiveness; *Mathematics Skills; Program Evaluation; *Reading Skills

This paper describes the effectiveness of the WICAT (World Institute of Computer Assisted Teaching) instructional system at three schools in Dearborn, Michigan. The focus of the WICAT student achievement evaluation plan at Salina Elementary and Junior High Schools centered upon 1-year and 3-year student achievement in reading and mathematics. Students showed significant growth in both reading and mathematics during the 1987-1988 school year as measured by the Iowa Tests of Basic Skills, but the reading results were the same as occurred before WICAT. Mathematics grade equivalent gains, when compared to before WICAT, increased 50% for grade 2 students and 43% for grade 3 students. Salina grade 4 students also had about the same reading gains and significantly higher mathematics gains when compared to similar students in other schools who did not have WICAT instruction. Low achieving mathematics students appeared to show the greatest growth. While the Iowa Tests results did not report positive and significant achievement gains in reading, the Michigan Educational Assessment Program test results did show such gains as well as positive and significant results in reading. A separate research study showed statistically significant gains in student comprehension and algebra achievement at Fordson High School. An appendix describes the instructional programs which used WICAT, including a bilingual program for grades 2-6. (EW)

DOCUMENT RESUME

ED 306 964 IR 052 749

Avner, Elaine; Avner, Allen
Connecting NovaNET and PLATO to an External Database: The University of Illinois Library Online Catalog.
PUB DATE- 8 Nov 88
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Development of Computer-Based Instructional Systems (Philadelphia, PA, November 7-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Databases; Bibliographic Records; College Libraries; *Computer Assisted Instruction; Information Retrieval; *Menu Driven Software; *Online Catalogs; *Online Searching; *Users (Information)
IDENTIFIERS- *University of Illinois

This paper provides the documentation for the program that provides access to the University of Illinois Online Catalog (OLC), together with a script to be used with 17 slides explaining the development of the program. Advantages of connecting a database to a computer-assisted instruction (CAI) system are outlined and sources of additional information are listed. It is noted that: (1) the menu-driven lesson assists users connected to the online catalog through a NovaNET port; (2) users submit requests in OLC language but can request definitions of format; and (3) the program provides information in a notesfile to determine whether the lesson worked correctly and what types of input errors occurred. (EW)

DOCUMENT RESUME

ED 306 977 JC 890 221

Crook, David B.; Lavin, David E.
The Community College Effect Revisited: The Long-Term Impact of Community College Entry on B.A. Attainment.
PUB DATE- Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Bachelors Degrees; Black Students; *College Transfer Students; Community Colleges; *Educational Attainment; Educational Background; Higher Education; Hispanic Americans; Minority Groups; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; White Students
IDENTIFIERS- *City University of New York

To date, much of the research on the community college's effect on baccalaureate degree (B.A.) attainment has been based on the assumption that the educational attainment process occurs in the same way at two- and four-year institutions. However, the distinctive mission and clientele of community colleges create a different environment than that of a typical four-year college, and, as a result, some predictors of B.A. attainment may behave differently in the two contexts. Data gathered in a 14-year longitudinal study of students who first entered the City University of New York in the early 1970s indicate that the community college effect may not act uniformly on all types of students. Several variables were analyzed, including students' gender, ethnicity, age at entry, family income, father's education, high school grades, high school academic preparation courses, academic self-confidence, orientation to higher education, degree aspirations, employment status, amount of remediation needed, first-year grade point average, and baccalaureate attainment. Study findings included the following: (1) students who began at the community college level were 21% less likely to earn a B.A. than students who entered a four-year institution; (2) both Blacks and Hispanics were 27% less likely than Whites to earn a B.A.; (3) students who intended to earn an associate degree were 33% less likely to earn a B.A. than students who aimed higher; (4) at senior colleges, Blacks and Whites with the same background characteristics were equally likely to graduate, but among two-year college entrants, Blacks were at a slight disadvantage; and (5) students who enrolled in the liberal arts at a community college were substantially more likely to earn a B.A. than otherwise comparable students in vocational programs. (ALB)

DOCUMENT RESUME

ED 306 990 JC 890 236

Clagett, Craig A.
A Goal Typology for Student Outcomes Assessment.
PUB DATE- 12 May 89
NOTE- 17p.; Paper presented at the spring conference of the Maryland Community College Research Group (May 12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; Community Colleges; Educational Attitudes; Marketing; *Outcomes of Education; Self Evaluation (Groups); *Student Educational Objectives; *Student Evaluation; Two Year Colleges; Vocational Education

In fall 1985, Prince George's Community College (PGCC) added two questions to its registration form to gather information about student goals. The questions asked for the student's primary reason for attending the college (e.g., prepare for new job/career, update skills for current job/career, prepare for transfer, explore academic or occupational areas, or personal enrichment) and his/her immediate educational goal (e.g., associate degree, occupational certificate, or courses only). The college's total credit and noncredit headcount was segmented into five groups defined by their primary goal in attending college. The groups were: (1) job seekers, who made up 20% of the total student body and who were enrolled both in highly structured curricula, such as nursing, and in computer programming and word processing courses; (2) job upgraders, making up 18% of the student population, who were mainly adults employed during the day and enrolled part-time in evening, credit or noncredit classes; (3) transfer preparers, who represented 19% of the students and who included recent high school graduates, aspiring working adults, and students enrolled in vocational curricula; (4) personal enrichers, comprising 30% of the total enrollment, who took mostly noncredit courses or credit courses in art, music, or physical education; and (5) explorers, who constituted 13% of PGCC's headcount and who most frequently selected general studies courses to explore their educational or career goals. This breakdown of student goals has applications for marketing efforts and helps explain why PGCC, which serves nearly 38,000 students per year in credit and noncredit courses, only produces 1,000 graduates per year. (AYC)

DOCUMENT RESUME

ED 307 003 JC 890 249

Maryland Community Colleges 1988 Program Evaluations.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- May 89
NOTE- 217p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Transfer Students; *Community Colleges; Declining Enrollment; Educational Assessment; Education Work Relationship; Enrollment; Enrollment Trends; Followup Studies; Job Placement; *Outcomes of Education; Program Evaluation; State Surveys; Statewide Planning; *Transfer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Maryland

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by selected colleges in response to specific questions raised by the board. This report provides the results of individual qualitative evaluations of 49 programs throughout the community college system, as well as the results of a statewide evaluation of general studies programs. First, the evaluation of the general studies programs is presented. This section includes descriptive information on the programs offered at all 17 community colleges in the system, an analysis of trends in enrollments and student characteristics, program performance data, results of evaluations conducted by the colleges, and recommendations regarding student advisement/tracking and program coordination/administration. The next section contains separate evaluations of 49 programs including 13 general studies programs (evaluations of the other four had been published previously) and 36 others identified as having such problems as declining enrollments, low transfer rates, low job placement levels, high costs, inadequate student follow-up, or declining degree awards. For each program, the following information is provided: (1) the name of the college, the program, and the level of award; (2) responses to the board's questions concerning graduate placement and follow-up, program quality, and the causes of the identified problems; (3) actions planned by the college to remedy the problems; and (4) board recommendations. (AYC)

DOCUMENT RESUME

PS

ED 307 016 PS 017 450

Ray, Brian D., Ed.
Home School Researcher. Volumes 1-4 (through Number 2), March 1985-June 1988.
Seattle Pacific Univ., WA.
PUB DATE- Jun 88
NOTE- 144p.
AVAILABLE FROM- "Home School Researcher," School of Education, Seattle Pacific University, Seattle, WA 98119 (reprints are $3.00 for the first copy of each issue; $1.00 for each additional copy of that issue. Annual subscription rate, for four issues, is $12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Philosophy; *Educational Practices; *Home Schooling; Newsletters; Nontraditional Education; *Outcomes of Education; State Programs
IDENTIFIERS- Alaska; Kentucky; Oregon; *Research Results; South Carolina; Washington

This document consists of a collection of the first 14 issues of the "Home School Researcher," an interacative newsletter dedicated solely to Home Centered Learning Research. Purposes of the newsletter are to: (1) profile researchers of home schooling; (2) provide information on resources for research activities; (3) discuss problematic aspects of schools; (4) summarize published articles on home schooling and related topics; (5) list addresses of home school researchers; and (6) announce events and publications. Substantive discussions concern: (1) the philosophy of education; (2) schools as a cause of behavior disorders; (3) reasons teachers fail; (4) the culture of American schooling; (5) home study in Alaska; (6) school entrance age; (7) the Parent as Tutor experimental program in Washington state; (8) homes as schools; (9) self-concept in home-schooled children; (10) Alaska's centralized correspondence study program; (11) the home schooling movement; (12) adults' cognitive demands at home and nursery school; (13) a qualitative study of the characteristics of home schooling families in South Carolina and the perceptions of school district personnel toward home schooling; (14) the 1986 report from Washington state on home school testing and other descriptive information case studies of four families engaged in home education; (15) home schooling as the frontier of educational reform; (16) an overview of home instruction; (17) a comparative study of home educated children's social and emotional adjustment and academic achievement; (18) statutes and case law related to home education; (19) the home schooling movement in central Kentucky; (20) a review of the literature on home schooling; (21) university admission requirements for home schooled applicants; (22) the 1987-88 Oregon Home School Survey; (23) means of understanding parents who teach children at home; (24) the relationship of selected input variables to academic achievement among Washington's home schoolers; and (25) home schooling parents' motivation and goals. (RH)

DOCUMENT RESUME

ED 307 030 PS 017 940

Sanders, Wendy Hinrichs

Training and Technical Assistance: A Consultant Manual.

Wisconsin Child Care Improvement Project, Hayward.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- Jun 87
NOTE- 65p.; A product of the Wisconsin Child Care Improvement Project. For related publications, see PS 017 937-941.
AVAILABLE FROM- Wisconsin Child Care Improvement Project, P.O. Box 369, Hayward, WI 54843 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Learning; *Child Caregivers; *Consultants; Day Care; Early Childhood Education; Guides; Needs Assessment; Program Implementation; *Technical Assistance; *Training
IDENTIFIERS- *Consultant Role; *Wisconsin Child Care Improvement Project

This consultant's manual aims to assist those who conduct training and technical assistance sessions for early childhood programs and staff. Section 1 offers background theory about effective ways to teach or to guide adults through a learning experience. Section 2 introduces the assistance process as a cycle progressing from assessment through design, conduct of the session, evaluation, and, for supervisors and trainers, observation and follow-through. Elements of planning and conducting workshops or group training sessions are explored in Section 3. Section 4 describes the steps in facilitating a problem-solving session in an early childhood program. Section 5 offers tips on marketing one's skills. Appended materials include information on the WCCIP consultation process, outlines of learning activities for use in adult education, and a brief resource bibliography. (RH)

DOCUMENT RESUME

ED 307 045 PS 017 994

Osborn, D. Keith
Reflections. Yesterday: Where Have We Been? Guidelines from Our Past.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (40th, Richmond, VA, April 12-16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; *Early Childhood Education; *Organizations (Groups); Trend Analysis
IDENTIFIERS- *Organizational History; *Southern Association on Children Under Six; United States (South)

This presentation reviews the history of the Southern Association on Children under Six (40th, Richmond, VA, April present, and identifies emergent historical themes of the organization, its leadership, and its membership. SACUS began in Nashville, Tennessee, on March 27, 1948, when Polly McVickar called a meeting of 27 persons who were interested in the education and welfare of young children in the South. Early SACUS councils and conferences illustrated the organization's commitment to racial equality. Leadership and presenters at conferences were outstanding. These have remained constant. Themes emergent in SACUS's history emphasize the organization's commitment to the importance of: (1) children and high quality care; (2) training caregivers and establishing standards; (3) influencing public policy; and (4) multicultural education. It is suggested that these themes can serve as guides from the past and provide a springboard for the future. (RH)

DOCUMENT RESUME

ED 307 061 PS 018 015

Stroh, Linda K.; Brett, Jeanne M.
Corporate Mobility: Effects on Children.
PUB DATE- Mar 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Coping; *Incidence; *Parent Influence; *Relocation; *Stress Variables
IDENTIFIERS- *Short Term Effects

This study investigated the effect of relocation on 309 children of randomly selected employees of 10 Fortune 500 corporations. Even through U.S. corporations transfer over 400,000 households annually, there is little research on the effects of such moves on employees' children. This study tested hypotheses drawn from child development theory regarding the effect of environmental stability on children's adjustment in the social, behavioral, school, physical health, and self-confidence domains. The study's longitudinal design made it possible to contrast the effect of a move and the effect of normal maturational changes on adjustment in each developmental domain. Results revealed no short-term negative effect of moving, and no negative effect of frequent moves. But the study did suggest that number of moves positively affected mobile children's behavioral adjustment and that fathers' well-being was an important predictor of mobile children's behavior. Findings supported the theoretical perspective that children who have coped well with prior environmental changes in a corporate relocation are best prepared to cope with subsequent relocations. (Author/RH)

DOCUMENT RESUME

ED 307 075 RC 017 004

McNair, Robert E.; And Others
Basic River Canoeing: Complete Instructional Guide to Whitewater Canoeing. The New Edition.
American Camping Association, Martinsville, Ind.
REPORT NO.- ISBN-0-87603-077-0
PUB DATE- 87
NOTE- 92p.; Photographs will not reproduce well.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67N, Martinsville, IN 46151-7902 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Clothing; Equipment; *Methods; *Outdoor Activities; Recreation; *Recreational Activities; Rescue; Skill Development
IDENTIFIERS- *Canoeing

From its beginnings, river canoeing in the United States has grown enormously. New equipment, materials, and techniques have advanced the capabilities of boaters. This handbook explains the techniques of whitewater canoeing, with concise instructions and clear illustrations, for a safe introduction to the sport. Oriented to the open two-person canoe, the material presented in this book also is applicable to solo paddling and closed canoes. The chapter on equipment and clothing contains information on the latest types of canoes available and discusses the advantages and problems of each in whitewater canoeing. Different shapes for canoes are reviewed along with their implications for recreational and whitewater canoeing. Information is given for lifevests and helmets, knee straps, painters, and bailers. Floatation devices are covered, along with splash covers and carrying yokes. Other chapters cover effective paddle strokes, reading fast water, river maneuvering, rescue techniques, strategies, canoe slaloming, and wilderness whitewater canoeing. A special chapter on becoming a whitewater instructor is included. Appendices illustrate how to reinforce paddle blades; making a throw-line rescue bag; universal river signals; the English Gate; use of a flannel board for training; and the difficulty classifications of rivers. (ALL)

DOCUMENT RESUME

ED 307 088 RC 017 084

Rosenfeld, Stuart A.; And Others
After the Factories: Changing Employment Patterns in the Rural South.
Southern Growth Policies Board, Research Triangle Park, N.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Southern Rural Development Center, Mississippi State, Miss.
PUB DATE- Dec 85
NOTE- 89p.; For an update on this report, see RC 017 125.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Economic Change; Educational Attainment; *Employment Patterns; Expenditure per Student; Industry; Labor Economics; Labor Market; Labor Needs; Labor Turnover; *Rural Areas; *Rural Economics; Social Change; *Unemployment
IDENTIFIERS- *Nonmetropolitan Areas; *United States (South)

Until recently, the South's economic growth was based on its ability to attract manufacturing jobs. Recent plant closings and layoffs were considered as cyclical effects of a recession, but recovery has not occurred and rural unemployment remains high. In the 1970s, the South was the only region to experience slower population growth in rural areas than in its cities. These trends prompted a study that revealed: (1) long-term economic restructuring is occurring with traditional manufacturing (furniture, food, textiles, apparel) losing employment while services and emerging manufacturing (machinery, electric/electronic equipment, printing/publishing) are growing; (2) employment grew faster in metro areas than in nonmetro areas between 1977 and 1982; (3) the rural South's ability to recover from structural changes in the economy is hampered by its lack of wealth and underdeveloped human resources; (4) between 1977 and 1982, employment grew only half as fast in nonmetro areas as in metro areas; (5) fastest growth occurred in counties with the smallest percent minority populations, highest educational levels and per capita income, most physicians per resident, and with large numbers of in-migrating retirees; and (6) the fastest employment growth occurred in counties dominated by service industries. The compiled evidence suggests that long-term restructuring of the South's economy is occurring, but the nonmetro areas are hampered by: (1) dependence on traditional manufacturing, which is vulnerable to foreign competition and automation; (2) lack of wealth; and (3) low levels of educational attainment. This report contains 21 tables and 46 figures. Appendices include information on data sources, a description of the creation of the Enhanced County Business Patterns File, a list of industry classifications, and a set of graphs showing changes in employment by county location and ranges within categories, of 12 southern states, 1977-1982. (ALL)

DOCUMENT RESUME

ED 307 100 RC 017 125

Rosenfeld, Stuart A.; Bergman, Edward M.
Making Connections: After the Factories Revisited.
Southern Growth Policies Board, Research Triangle Park, N.C.
PUB DATE- Feb 89
NOTE- 113p.; Report written with the assistance of Sarah Rubin and the support of the Rural Economic Policy Program and the Ford Foundation. For the 1985 report of which this is an update, see RC 017 084.
AVAILABLE FROM- Southern Growth Policies Board, P.O. Box 12293, Research Triangle Park, NC 27709 ($10.00; discount prices available for orders over 25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Change; Economic Factors; Employment Opportunities; *Employment Patterns; Employment Statistics; *Labor Economics; Migration Patterns; Regional Characteristics; Rural Development; Rural Economics; Rural Education; *Rural Urban Differences; Social Change; *Trend Analysis; *Unemployment
IDENTIFIERS- *United States (South)

This analysis of employment patterns in the American South extends a 1985 report, "After the Factories: Changing Employment Patterns in the Rural South," which was based on the years between 1977-1982. The 1985 report included Texas, but this analysis includes only the 12 Southern Growth Policies Board (SGPB) member states. This new analysis extends well into the expansion phase of the post-recessionary period and adds per capita income growth and unemployment rates as rough indicators of the quality of growth. Civilian government and corporate support employment have been added to total employment figures to provide a more comprehensive employment measure. The study also looks more closely at the manufacturing and service sectors, and provides a more reliable estimate of the growth of high technology industries. Also considered are local factors suspected of influencing economic growth, particularly those reflecting human resources, including adult literacy, university enrollment, and scientists and technicians, as well as access to interstate highways and the presence of commercial airports. This report finds that employment grew considerably faster in metro counties than in nonmetro counties during the period, but that the average employment growth in nonmetro counties was nearly double the national average. Service and construction industries were behind most new jobs and many of the rural counties experiencing the highest growth rates in manufacturing were geographically remote. After taking inflation into account, however, real per capita income declined in most nonmetro counties. Measures of education and human resources were the most consistent and strongest predictors of growth. The fastest-growing counties generally appear to be located in areas likely to attract tourists or retirees. But the most dramatic success stories resulted from a range of strategies based on local efforts responding to local circumstances and problems. Data is displayed in numerous tables and figures, and appendixes include an outline of industry clasifications, profiles of all 12 SGPB states, various statistical breakdowns on distribution of employment, a list of the top 100 high tech industries, and information on the Enhanced County Business Patterns file. (TES)

DOCUMENT RESUME

ED 307 114 SE 050 560

Ellis, James D., Ed.
Information Technology and Science Education. 1988 AETS Yearbook.
Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Biological Sciences Curriculum Study, Colorado Springs.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 250p.
CONTRACT- RI88062006
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers, Rd., 3rd Floor, Columbus, Ohio 43212 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - General (020) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- College Science; *Computer Uses in Education; Continuing Education; Elementary School Science; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Instructional Improvement; Laboratory Equipment; *Literature Reviews; *Microcomputers; Models; *Preservice Teacher Education; *Science Education; Science Teachers; Secondary School Science; Staff Development; Teaching Methods; Theory Practice Relationship; Videodisks

Designed to assist science educators in improving preservice/inservice teacher education, this yearbook contains resources and ideas addressing the integration of recent research into a format suitable for practitioners and students. Topics of the papers included in this volume are: (1) applications of microcomputers in science teaching; (2) telecommunications; (3) optical storage systems; (4) computer based learning; (5) the status of hardware and software; (6) a review of research; (7) philosophical and psychological positions; (8) technology in elementary and health education; (9) cooperative learning; (10) the "Voyage of the Mimi" project; (11) implementation theory; (12) staff development; and (13) teacher preparation using technology. A number of specific projects are described in individual papers. Over 300 references are included. (CW)

ED 306 764 FL 017 955

England, Lizabeth; Roberts, Cheryl
A Survey of Foreign Students in MA-TESOL Programs.
PUB DATE- Mar 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Degree Requirements; *English (Second Language); *Enrollment Trends; Ethnic Groups; *Foreign Students; Graduate Students; Higher Education; Language Teachers; *Masters Programs; National Surveys; Practicums; Preservice Teacher Education; Program Design; *Student Characteristics; Teacher Attitudes
IDENTIFIERS- *Nonnative Speakers

A national survey of Master's programs for teachers of English as a Second Language (N=63) found that significant numbers of non-native-speakers (NNSs) are enrolled in these programs. The survey questions were presented in five areas: (1) numbers of students and native language/culture backgrounds; (2) admissions requirements; (3) academic needs; (4) follow-up information on graduates; and (5) attitudes of faculty toward the presence of foreign students. While admissions and degree requirements are generally the same for native-speakers (NSs) and NNSs, most programs require some evidence of English proficiency from the NNSs. Problems reported for NNSs relate primarily to English proficiency and financial limitations. However, while many programs reported that their NNSs were weak in English proficiency, most did not want to add an additional English course for the NNSs. It is concluded that concerns about creating double standards have been raised, and that institutional resources, financial and staff, are too limited to allow for an additional course. Most programs appear to see little or no difference in practical training required of NSs and NNSs. Faculty seem to feel some ambivalence about NNSs in the Master's programs; while nearly all faculty members felt NNSs were an asset, not all faculty were eager to attract more NNSs to such programs. Additional research is planned. (MSE)

Scarborough, Rebecca H., Ed.
Statewide Conference on the Education of Children of Limited English Proficiency Conference Proceedings) (1st, Dover, Delaware, May 19, 1989).
Delaware State Dept. of Public Instruction, Dover.
SPONS. AGENCY- California Univ., Los Angeles. Center for Language Education and Research.; Center for Applied Linguistics, Washington, D.C.; Georgetown Univ., Washington, DC. Bilingual Education Service Center.; Georgetown Univ., Washington, DC. Evaluation Assistance Center.
REPORT NO.- DEPI-95-01/88/03/16
PUB DATE- 19 May 89
NOTE- 94p.
GRANT- G-008710475
AVAILABLE FROM- Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (in microfiche).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Curriculum Design; Dropout Prevention; Dropout Rate; Elementary Secondary Education; Information Utilization; *Instructional Improvement; *Limited English Speaking; Models; Program Descriptions; *Program Design; Public Policy; *Statewide Planning; *Student Evaluation; Test Results
IDENTIFIERS- Content Area Teaching; *Delaware

Keynote papers from Delaware's first annual statewide conference on the education of children of limited English proficiency (LEP) are presented in this document. They include: "Delaware's Initiatives in the Education of Children of Limited English Proficiency" (William B. Keene); "Research and Issues in the Education of LEP Students" (Ramon Santiago); "Using Evaluation To Improve Instructional Services for Limited English Proficient Students" (J. Michael O'Malley); and "Integrating Language and Content: Improving Academic Achievement for LEP Children" (George Spanos and JoAnn Crandall). Appended materials include figures on Delaware's annual dropout rates and graduation rates for the class of 1986, a paper describing The Educational Advancement Model (TEAM) used in the state's dropout prevention program, a National Clearinghouse on Bilingual Education brochure, Delaware's policy statement on the education of LEP children, and a list of conference participants. (MSE)

ED 306 951 IR 013 804

Biraimah, Karen
Inequalities in Classroom Computer Software.

PUB DATE- Feb 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Courseware; Elementary Secondary Education; *Equal Education; *Ethnic Bias; Role Models; *Sex Bias; *Socioeconomic Status
IDENTIFIERS- *Software Evaluation

Biases based on gender and ethnicity in computer software available to schools were investigated in this study. A random sample of 15 software programs were selected and evaluated on the bases of gender and ethnicity. Data were gathered on the number of male and female characters portrayed and on the cross-cultural dimensions of the software in order to determine if it would appeal to a cross section of children from varying backgrounds, or whether it had been prepared with a particular audience in mind, e.g., Anglo-Saxon males. The data showed that, from a quantitative perspective, patterns of gender and ethnic imbalance previously documented in textbooks are also present in current educational software available to students. Of the 1,942 characters noted in the graphics and text of the evaluated software, 63% were males and only 3% of the characters could be identified as ethnic. In order to clearly understand the dimensions of these biases, a quantitative examination of the roles and activities found within the software was undertaken. Similar ethnicity and gender trends were found, with males dominating the character roles (63%) while observable ethnic characters were limited to only 3%. When these roles and activities were divided into separate categories, males were portrayed in more categories, and as more active characters, including adventure, military, and science and technology roles, while females were limited to 41 more passive roles. Ethnic roles were also limited, but ethnic female roles were even more limited than ethnic males roles. (5 tables, a list of the 15 evaluated software packages, and 6 references) (EW)

ED 306 965 IR 052 797

Texas Public Library Statistics for 1987.

Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 88
NOTE- 658p.; For 1986 statistics, see ED 287 505.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Depository Libraries; Financial Support; *Library Collections; *Library Expenditures; Library Networks; *Library Personnel; *Library Services; *Library Statistics; *Public Libraries; Salaries; State Libraries; Tables (Data)
IDENTIFIERS- *Texas

Information presented in this report is taken from the 1986 Annual Report/System Membership Applications submitted by public libraries in Texas. The report is divided into five sections which contain: (1) general information, including listings of the Texas State Library governing or advisory committees; the Texas State Library Administrative Directory; a map depicting the Texas library systems; and listings of the directors of major resource centers and regional system coordinators, interlibrary loan centers in the Texas Library System, regional historical resource depositories, and official state depository libraries for Texas state documents; (2) a directory of Texas public libraries and branch libraries; (3) library statistics, grouped by library into 12 tables, and organized alphabetically by the city in which the library is located; (4) library statistics summarized by member libraries, non-member libraries, and total libraries for the state and for each library system; and (5) selected statistics organized by county. The statistics reflect each library's 1987 local fiscal year. An index lists the names of head librarians and branch librarians and the names of libraries and branches that do not begin with the name of the city in which they are located. (CGD)

ED 307 031 PS 017 941

Sanders, Wendy Hinrichs

A Community-Based Approach to Building Child Care Capacity.

Wisconsin Child Care Improvement Project, Hayward.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- Mar 89
NOTE- 63p.; For related publications, see PS 017 937-940.
AVAILABLE FROM- Wisconsin Child Care Improvement Project, P.O. Box 369, Hayward, WI 54843 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Involvement; *Community Programs; *Day Care; Early Childhood Education; Guidelines; Needs Assessment; Planning; *Program Development; *Program Evaluation; *Program Implementation
IDENTIFIERS- *Wisconsin Child Care Improvement Project

The Wisconsin Child Care Improvement Project's (WCCIP) community-based approach to building child care capacity is described in this document. The WCCIP assists Wisconsin communities in their efforts to increase the availability and accessibility of quality child care. The work provides a rationale and identifies needed resources and information. Also discussed are the topics of: (1) needs assessment; (2) approaches to obtaining community involvement; (3) planning as a process; (4) implementation of capacity-building strategies; and (5) program evaluation. Seventeen appendices provide related materials, including sample forms, information sheets, a job description, a list of resource organizations, and a press release. A list of WCCIP consortium members and staff includes their affiliations, addresses, and telephone numbers. (RH)

ED 307 046 PS 017 995

Parent Involvement Resource Directory. Parents in Education Series.
Chapter 1 Technical Assistance Center, Hampton, NH. Region A.; RMC Research Corp., Hampton, NH. Parent Involvement Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 89
NOTE- 22p.; For Bibliography, see PS 017 996.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Organizations (Groups); *Parent Participation; *Resources

This resource directory from the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire lists national, regional, and local organizations that can help parents, administrators, and teachers learn more about parent involvement in children's education. All of the listed organizations are focused on parent involvement, willing to provide information and service, active in the field of parent involvement, and accessible by telephone. Each entry includes title, address, telephone number, name of contact person, and a brief description, which sometimes includes titles available from the organization. Nearly 50 organizations are profiled. (RH)

ED 307 062 PS 018 016

Sheerer, Marilyn A.
An Ethnographic Investigation of Chauncey Elementary School.
PUB DATE- 88
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Administrator Role; Classroom Research; Educational Anthropology; Educational Improvement; Elementary Education; *Elementary Schools; Ethnography; Excellence in Education; Holistic Approach; Open Education; *Organizational Climate; Parent Attitudes; *Participative Decision Making; Principals; School Administration; School Community Relationship; *School Effectiveness; Teacher Attitudes; *Teacher Behavior; Teacher Effectiveness
IDENTIFIERS- Organizational Research

An ethnographic investigation of interrelationships between teacher efficacy attitudes, teacher behavior, students' performance, and organizational climate in a total school setting was conducted at Chauncey Elementary School in Athens, Ohio. Chauncey was studied because its teachers had begun to implement an open classroom model which promoted a democratic decision-making process; had taken a position against the Athens City School District regarding the purchase of basal readers; and were actively advocating a literature-based reading program for primary grades. Questions guiding the inquiry included: (1) What was going on at Chauncy that supported innovative activity by teachers? (2) What kind of climate and organizational framework encouraged the innovative classroom activity? (3) What effect did the pattern of instruction and organizational control have on the teachers' sense of effectiveness and performance in class? (4) How was it that these particular teachers were working to bring about change? (5) Did these teachers differ significantly in socioeconcomic terms from their colleagues in more traditional schools, or from the parents of the Chauncey children? and (6) What were the social relations among teachers, administrators, and students? Results concerning educational innovation are discussed. (RH)

ED 306 791 HE 022 452

MacVicar, Robert
University Service to Rural Arizona.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 16p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Competition; Demography; Distance Education; Educational Quality; Efficiency; Excellence in Education; Higher Education; Information Networks; Public Colleges; *Rural Areas; *State Universities; *Telecommunications
IDENTIFIERS- *Arizona; Arizona Interagency Telecommunication Network; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness examines the needs of rural Arizona for educational services and proposes means for the provision of those services that can be offered by public universities. Seven sections look at the demography of rural Arizona, Arizona Interagency Telecommunication Network, university telecommunication capability, technical information services, Arizona Cooperative Extension Service, attendance of rural youth in colleges and universities, and consultative and technical services. A significant portion of the state's population will continue to live in nonurban areas. It is important that cooperative programs be developed to enhance the likelihood that rural youth and adults participate more fully in postsecondary education. A statewide communications network could offer enrichment programming at all school levels, advanced placement courses in high schools not providing them, and upper division and graduate courses in a coordinated program by the three public universities. Two recommendations are that: (1) the Board of Regents, the Board of Trustees for Community Colleges, and the Board of Education create a joint commission to continue to examine the needs of the nonurban areas of the state for educational services; and (2) the Arizona Telecommunication Cooperative pursue means of expanding the outreach of the universities and community colleges. Four tables are included. (SM)

ED 306 803 HE 022 464

Barak, Robert; And Others
An Evaluation of the Decennial Review Process.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 7p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Programs; Competition; *Educational Quality; Efficiency; Excellence in Education; Higher Education; *Policy Formation; *Program Evaluation; Public Colleges; State Universities
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficency Compet; Northern Arizona University; University of Arizona

Information on a review of the decennial review process required by the Arizona Board of Regents (ABOR) for every academic department in each Arizona university is presented as part of the final report by ABOR's Task Force on Excellence, Efficiency and Competitiveness. Revision in the review process and eight policy statements are discussed, and three characteristics of a robust program review are noted: they should occur on a regular schedule; they should be conducted in a systematic fashion; and they should be comprehensive. Eleven recommendations are made by the Task Force staff, including: (1) intervals between reviews should be reduced from 10 years to a period of from 5 to 7 years; (2) ABOR should more closely monitor reviews to ensure they are responsive to the stated requirements of their review policy; (3) each university should develop procedures and guidelines for meaningful program review; (4) procedures for the use of consultants should include greater objectivity in their selection; (5) procedures for the reviews should encourage active participation of department faculty; and (6) the reviews should be used by department chairs, deans, and vice presidents for planning and resource allocation. The rationale behind and responsibility for each recommendation are discussed. (SM)

ED 306 815 HE 022 476

Fisher, Marvin
The Status of Research Activity at Arizona's Universities: A Working Paper.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 27p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competition; Educational Quality; Efficiency; Excellence in Education; Financial Support; Graduate Study; Higher Education; Institutional Advancement; Institutional Research; Public Colleges; Questionnaires; Research Projects; *Research Universities; *State Universities
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

Information on research activity at Arizona's three universities (Arizona State University, University of Arizona, and Northern Arizona University) is presented as one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. For both faculty and students, the presence of research activity and the existence of research requirements are essential to the quality and credibility of a graduate degree program. To regard research activity as an expensive luxury or a detriment to instruction conveys a misunderstanding of the university in promoting and producing knowledge and of the economic potentials of university initiated research. Topics addressed are: the breadth of university research; status of research at each university; relationship of research to instruction--the faculty and administrative view; research incentives and disincentives; research recognition and competitiveness; and increasing non-state funding for research. Recommendations include the following: the Regents should consider starting an eminent scholars' program to attract highly productive researchers in areas of strategic importance; each institution should listen to what faculty cite as research disincentives and seek remedies insofar as possible; and the Regents and the executive and legislative branches of the state should increase support of basic and applied research, scholarship, and creative activity in Arizona's three universities. Two appendices provide a copy of the questionnaire sent to graduate deans and vice presidents for research and a copy of the questionnaire sent to selected department heads. (SM)

ED 306 827 HE 022 489

Caldwell, Roger L.; Brown, Kenneth
Enrollment at Arizona Universities: Forecasts to the Year 2000.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 54p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competition; Educational Quality; Efficiency; *Enrollment Projections; *Enrollment Trends; Excellence in Education; Foreign Students; Higher Education; Minority Groups; National Surveys; Out of State Students; *Prediction; Public Colleges; State Surveys; *State Universities; Statewide Planning
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competiveness, this document discusses the national and state level for making judgments about future enrollment options for Arizona's universities. Relevant national and statewide trends are identified. Future challenges include increasing the proportion of minority students in higher education and planning for alternative ways to address the potential student demand for higher education. A discussion includes: state enrollment possibilities; historical trends and driving forces of change; previous studies; special concerns for Arizona; assumptions for enrollment analysis; uncertainties for enrollment forecasting; enrollment scenarios for 1988-2000; selected forecasts; implications for Arizona universities; role of minority, out of state, and foreign students; and alternative growth options. Arizona's universities will fare better than many universities during the next 5- to 7-year period of national decline in high school graduates. The real costs of increased enrollment are not adequately provided by additional state funding. Three recommendations include: ABOR should alter the form of its report on student enrollment to better identify various types of enrollments, and new educational delivery systems should be investigated to slow the demand for on-campus enrollment growth. Four appendices provide: enrollment management; national and state historical trend data; future needs of the state report; and revisited enrollment forecasts. Many tables and figures are included. Contains 22 references. (SM)

ED 306 839 HE 022 501

Davis, George H.
Recruitment and Retention of Faculty. "An Imperiled National Resource."
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 21p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Competition; Educational Quality; Efficiency; Employment Patterns; Excellence in Education; Faculty Mobility; *Faculty Recruitment; Higher Education; Institutional Survival; Labor Turnover; Leadership; Quality of Working Life; Research; *State Universities; Teacher Salaries; *Teacher Supply and Demand; Work Environment
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness, this document discusses a survey on faculty recruitment and retention in Arizona's public universities. The importance of faculty, the projected nationwide shortage of faculty, and recruitment projections for the Arizona universities are explained. Faculty members at the universities were asked what factors are real advantages to the institution in the recruitment and retention of good faculty and what factors are obstacles in the way of successful recruitment and retention. Survey results are noted in regard to: quality of life; character of the intellectual environment; support for teaching and research; salaries and the rewards system; and academic leadership. Six recommendations include the following: universities and ABOR should seek ways to accelerate the schedule of new building construction; universities should bring more commitment and resources to bear on the recruitment and retention of women and minority faculty; universities and ABOR should seek ways to increase the level of technical staff and capital equipment support; and universities should review classroom/laboratory remodeling procedures and practices. Tables and graphs are included. (SM)

ED 306 851 HE 022 575

Andersen, Linda R.
Interdisciplinary, Internationally Oriented Faculty Resource Teams To Broaden the Scope of Undergraduate and Professional Curricula and Instruction.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Fullerton.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 41p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- FIPSE-116AH70510
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Curriculum Development; *Curriculum Enrichment; Educational Strategies; *Global Approach; Higher Education; Holistic Approach; Intercultural Programs; *Interdisciplinary Approach; International Education; Models; Program Descriptions; *Resource Teachers; State Universities; Teaching Methods
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State University Fullerton

A project by California State University, Fullerton to internationalize the curriculum is described in this report. The school established an Interdisciplinary Internationally Oriented Faculty Resource Team chosen from its current faculty according to their international expertise in liberal arts, social sciences, or professional programs. Subteams design and give interactive presentations in existing junior, senior, and graduate classes, prepare background contextual materials, consult and interact with host instructors, and interact with other resource team members on the subjects. The project's ultimate goal is to enhance and broaden courses and facilitate interdisciplinary understanding and critical thinking by overcoming fragmentation, compartmentalization, and isolation. Faculty resource teams relate complex global issues. Topics presented in the initial year are the socialist world, national policies and their international impact, developing nations, culture learning, and culture and perception. Participant response to this program has been very enthusiastic. Students suggested that this approach would be very helpful in almost all university classes, and the given time frame should be expanded since so much material could be covered. All team members found their participation to be as much a learning as a teaching experience. Virtually all the host instructors wanted to invite a team back to their classes. (SM)

ED 306 863 HE 022 587

Project for Area Concentration Achievement Testing (PACAT).
American Association of State Colleges and Universities, Washington, D.C.; Austin Peay State Univ., Clarksville, Tenn.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- FIPSE-P116B81711
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Curriculum; *Curriculum Evaluation; *Educational Assessment; Higher Education; Models; National Surveys; Program Descriptions; State Universities; *Student Evaluation
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Austin Peay State University TN; Project for Area Concentration Achievement Testing

The history of the Project for Area Concentration Achievement Testing (PACAT), a university based national curriculum assessment project, is described in this report. The project performs surveys of academic curricula by content area, collects examination items from the faculty of participating departments, and constructs, distributes, and scores the Area Concentration Achievement Test (ACAT). PACAT serves academic departments by providing the results of the national curriculum surveys which permit them to compare their requirements to those of other institutions. It also furnishes exit examinations intended to provide enhanced feedback about student performance and curriculum. To date more than 1,300 tests have been administered at public and private postsecondary institutions in several states. PACAT is responding to a need within the academic community for new assessment models intended for outcomes assessment where both students and curricula are being evaluated. Preliminary data collected by the project indicate strong support from the academic community for the curriculum surveys and a three-fold increase in 2 years in the number of ACATs administered. (SM)

Key Success Factors for an Undergraduate Computer Information Systems Program.

American Association of State Colleges and Universities, Washington, D.C.; Wisconsin Univ., Whitewater.

PUB DATE- Mar 89
NOTE- 15p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration; Business Administration Education; College Curriculum; *College Programs; *Computer Science; Faculty Development; Higher Education; *Information Systems; Intercollegiate Cooperation; Internship Programs; Models; Program Descriptions; Relevance (Education); *School Business Relationship; State Universities; Success
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Wisconsin Whitewater

The Management Computer Systems major at the University of Wisconsin-Whitewater, which is described in this report, is an integrated, intercollegiate undergraduate program designed to provide graduates with both general business skills and the technical computer skills required to bridge the technical-management gap widely reported in industry. Three of the important factors in the success of this program have been: (1) providing the necessary expertise for this venture by staffing the program with both computer science and management faculty; (2) establishing a number of joint academic-industry cooperative projects designed to keep the program viable and current, including an industrial advisory board and student and faculty internships; and (3) revising the curriculum every 3 to 5 years. A brochure for the program is appended. (KM)

Williams, Willie
Lincoln Advanced Science & Engineering Reinforcement (LASER) Program.
American Association of State Colleges and Universities, Washington, D.C.; Lincoln Univ., Pa.

SPONS. AGENCY- Department of Energy, Washington, D.C.; National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- Mar 89
NOTE- 15p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- N00014-83-G-0082; NGT-90020; P120B80021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; College Programs; College Science; Computer Science; *Engineering; Higher Education; *Minority Groups; Models; Physics; Program Descriptions; *School Holding Power; State Universities; *Student Recruitment
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Lincoln University PA

The Lincoln Advanced Science and Engineering Reinforcement (LASER) Program at Lincoln University, which has recruited over 100 students for majors in technical fields, is described in this report. To date, over 70% have completed or will complete technical degrees in engineering, physics, chemistry, and computer science. Of those completing the undergraduate degree, over 40% have gone on to graduate and professional schools. The objectives of the Lincoln Advanced Science and Engineering Reinforcement (LASER) program are to identify future minority scientists and engineers to meet the future needs of society and to help LASER students achieve success by providing opportunities for advancement based on their academic performance. The four parts of LASER are: (1) identification, recruitment and training of minority students for careers in science and engineering; (2) student reinforcement and retention; (3) introduction of research and development experiences and exposure to national scientific and technical facilities; and (4) improve, upgrade and expand the required facilities and equipment. Recruitment, selection, curriculum and faculty are described, as are retention and program completion data. (KM)

ED 306 901 HE 022 626

Hamby, Edwina E. H.
The CUNY Transfer Express Project.
American Association of State Colleges and Universities, Washington, D.C.; City Univ. of New York, N.Y. Office of Academic Affairs.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 13p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
CONTRACT- 445147
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Bachelors Degrees; *College Transfer Students; General Education; Higher Education; Liberal Arts; Models; Program Descriptions; School Holding Power; State Universities; *Student Development; Student Mobility; Technical Institutes; Two Year Colleges; *Urban Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; City University of New York

Discussed in this report is the City University of New York (CUNY) Transfer Express Project, a 3-year project designed for career-oriented Associate in Applied Science degree (A.A.S.) transfer students at colleges within the university who are not well prepared for baccalaureate study because of an underexposure to writing, math, and liberal arts courses. It is intended to help A.A.S. degree transfer students become better equipped to meet the expectations of the educational experience of this neglected minority, and to facilitate the transition between community and four-year institutions. Persistence, performance, and baccalaureate completion rates of A.A.S. transfers should be increased. At CUNY, A.A.S. students represent the largest transfer cohort yet they are the least well prepared in seeking transfer into four-year schools. Transfer Express activities include reinforcement of basic writing skills, introduction to advanced skills in research, exposure to history, connections with the community and the senior college faculty, and specialized transfer advisement. The project is offered during three consecutive semesters to about 675 CUNY students in two disciplines. It will be replicated nationally for two consecutive semesters at two or three sites. Intended outcomes are to: enhance writing, research, and critical thinking skills; increase student retention at the baccalaureate level; and improve student performance. (SM)

ED 306 912 HE 022 637

Holmes, Neal J.; Powers, Michael H.
Teacher, Industry and Environment (TIE).
American Association of State Colleges and Universities, Washington, D.C.; Central Missouri State Univ., Warrensburg.
SPONS. AGENCY- Missouri State Dept. of Natural Resources, Jefferson City.; National Science Foundation, Washington, D.C.
PUB DATE- Feb 87
NOTE- 68p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Also sponsored by the Missouri Chemical Council.
GRANT- NSF-8650101
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; Educational Technology; Faculty Development; Higher Education; Models; Participant Satisfaction; Professional Training; Program Descriptions; Questionnaires; Secondary School Science; *Secondary School Teachers; State Universities; *Teacher Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Central Missouri State University

A description of the Teacher, Industry and Environment (TIE) educational improvement project at Central Missouri State Univesity is provided in this report. TIE is designed for Missouri high school chemistry teachers, involving 73 of them in a weekend workshop, meeting with chemists, engineers, and educators to assist them in using resources beyond the standard textbook. Following the workshop, they designed and developed a teaching packet or research project and participated in a Reporting Conference in which they reported on their packets or projects. Among TIE's objectives are: to enrich participant knowledge of the chemical industry of Missouri and the Missouri Department of Natural Resources; to enrich opportunities regarding the applications of computers; and to find examples of laboratory activities and research projects that have shown promise. Probably the single most exciting unanticipated outcome of the TIE conference is the desire of other states to host their own TIE workshop. Appended are: the 1987 TIE workshop evaluation; the TIE pre-workshop questionnaire; the TIE 87 reporting conference evaluation; the TIE participant survey; and the TIE 87 teacher participant list. Tables are included. Contains 10 references. (Author/SM)

ED 306 924 HE 022 650

Oxman, Wendy; Michelli, Nicholas M.
Project THISTLE: Thinking Skills in Teaching and Learning. A Review of a Nine-Year College-School Collaboration Program.
American Association of State Colleges and Universities, Washington, D.C.; Montclair State Coll., Upper Montclair, N.J.
SPONS. AGENCY- New Jersey State Board of Higher Education, Trenton.; Noyes Foundation, Inc., New York, N.Y.; Prudential Foundation, Newark, N.J.
PUB DATE- Feb 89
NOTE- 41p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Support also provided by the Victoria Foundation, and the Fund for New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *College Bound Students; College Preparation; *College School Cooperation; *Critical Thinking; Curriculum Development; Faculty Development; Higher Education; High School Students; Models; Program Descriptions; State Colleges; Teacher Improvement; Urban Schools
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Montclair State College NJ; New Jersey (Newark)

This report describes Project THISTLE: Thinking Skills in Teaching and Learning, a collaborative college-school program developed by Montclair State College and the Newark public schools, New Jersey. It was designed to improve the basic skills of college bound urban high school students working with their teachers in an integrated process of curriculum and staff development. Its major emphasis is on the preparation of classroom teachers to strengthen the critical thinking abilities of their students, helping them develop the skills and dispositions to engage in intellectually active, constructive, and reflective encounters with ideas within the content areas. It was first implemented in 1979 and has been in continuous operation since then, involving more than 300 Newark teachers. The basic structure of the project involves Newark teachers in three overlapping but sequential curriculum/staff development phases: (1) graduate course work to improve their own understanding of the learning process; (2) additional related coursework; and (3) extended professional development activities. Studies and evaluations of this project show that it has been effective in improving student abilities in reading comprehension. There has been continuing interest in the program by Newark and its teachers. Copies of Project THISTLE newsletters are appended along with copies of related journal articles. Contains 24 references. (SM)

ED 306 936 IR 013 646

Albright, Michael J.
A Case for Integrated Instructional Technology Services (IITS) in
Higher Education.
PUB DATE- 18 Jan 88
NOTE- 32p.; Paper presented at the Annual Conference of the
Association for Educational Communications and Technology (New
Orleans, LA, January 18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143) Speeches, Conference Papers,
"Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Classroom Environment; Educational
Change; *Educational Resources; *Educational Technology; *Faculty
Development; Higher Education; History; Information Services;
*Models; Research and Development; Teaching Skills

This paper, which presents a model for Integrated Instructional Technology Services (IITS) that is somewhat different from the existing published models for instructional technology services at the postsecondary level, begins by providing background information on the development and implementation of instructional technology services at the postsecondary level from the early 1900s to more recent times; the systems approach to teaching; the process of college teaching; faculty development programs; and classifications of instructional development services that need to be provided for institutions at the course, faculty, media development, and media utilization levels. Seven logical functional areas used to form the IITS model are then described in terms of how they can be viewed within the framework of an IITS concept: (1) learning resources; (2) classroom technologies; (3) media development; (4) instructional/faculty development; (5) instructional telecommunications; (6) instructional computing; and (7) research evaluation. Eight suggestions for implementing the model on a college or university campus conclude the paper. (8 references) (CGD)

ED 306 978 JC 890 222

Condren, Clive P.

Preparing for the Twenty-First Century: A Report on Higher Education in California Requested by the Organization for Economic Cooperation and Development.

California State Postsecondary Education Commission, Sacramento.
SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE- Feb 88
NOTE- 261p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 98514.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Affirmative Action; College Faculty; *College Planning; *College Role; College Students; Community Colleges; Economic Development; *Educational Finance; Educational Quality; Enrollment; Government Role; Higher Education; Minority Groups; Private Colleges; State Agencies; State Aid; *State Colleges; Statewide Planning; Student Financial Aid
IDENTIFIERS- *California

Designed to provide background information for a study of higher education in California to be conducted by the Organization for Economic Cooperation and Development, this report describes the essential elements of the system. Section 1 provides an overview of California, postsecondary education in the state, and higher education agencies and associations. Section 2 discusses master planning for higher education prior and subsequent to the development of the "Master Plan for Higher Education in California, 1960-1975," and examines differences among various approaches to master planning. Section 3 examines state financing of higher education, providing information on levels and sources of support, financing of public and independent institutions, student charges, financial aid, and prospects for future funding. Section 4 addresses the coordination of higher education in the United States and California, focusing on the coordinating roles of the California Postsecondary Education Commission and the California Education Round Table. Section 5 deals with economic development issues, while section 6 asseses the size and scope of the educational enterprise in California at undergraduate and graduate levels. Section 7 examines the quality of undergraduate education and the prospects for reform. In section 8, trends in and programs for educational equity for students and employment equity for faculty are reviewed. Section 9 deals with California's community colleges, considering their purpose and mission, shifts in programs and enrollments, student characteristics, faculty and staff, and governance. The final section offers an agenda for higher education, addressing issues of equity and excellence, cooperation with public schools, faculty replacement, teacher education, student financial aid, community colleges, and economic development. Appendixes contain information on master planning, educational finance, the enabling legislation for the Commission, and ethnicity reporting problems. (ALB)

ED 306 991 JC 890 237

Davison, Glen A.
1987-88 Graduate Follow-Up Report.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 88
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; *Outcomes of Education; *Participant Satisfaction; Salaries; State Surveys; *Two Year Colleges; Two Year College Students; *Vocational Education; Vocational Followup
IDENTIFIERS- *Wisconsin

The Wisconsin Vocational, Technical, and Adult Education (VTAE) System annually conducts a student follow-up survey to gather data on the activities and perceptions of graduates of Designed to provide information for career awareness and program planning efforts, the survey investigates the current activities of VTAE graduates and the relationship between those activities and their educational programs. Between October and December 1988, the 16 districts in the VTAE system surveyed a total of 13,776 graduates. Study findings, based on an 88% response rate, included the following: (1) 57% of the respondents were female, 42% were between 20 and 24 years of age, and 92.3% were white; (2) 77% indicated that they were satisfied or very satisfied with their training, 4% indicated that they were dissatisfied, and 19% did not respond; (3) 93% were employed, and, of these, 86% were working in jobs directly or somewhat related to their field of training; (4) 90% were working in Wisconsin, and 8% were employed out of state; (5) business programs had the highest number of graduates (N=2,132), but ranked fifth in terms of the percent of graduates employed in a field related to their training; (6) agribusiness, home economics, and technical programs had the highest percentages of employed graduates working in a related field; and (7) the median monthly salary for all VTAE graduates was $1,204, compared to the median

monthly salary for all Wisconsin industries and occupations of $1,282. (AYC)

ED 307 004 JC 890 250

Characteristics and Trends of Illinois Public Community College Faculty and Staff, Fall Terms 1986-1988.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jun 89

NOTE- 62p.; For a prior report, see ED 275 362.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrator Characteristics; *Administrators; *College Faculty; *Community Colleges; Counselors; Educational Attainment; Educational Trends; Employment Experience; Full Time Faculty; Librarians; Minority Groups; Part Time Faculty; *School Personnel; State Surveys; *Teacher Characteristics; Tenured Faculty; Two Year Colleges

IDENTIFIERS- *Illinois

Data on the characteristics of faculty and staff at Illinois public community colleges are presented and analyzed for fall 1986, 1987, and 1988. Tables provide statistics on numbers of faculty and staff by employment classification; full-time faculty and staff by employment classification, gender, and ethnic origin; full-time teaching faculty by highest degree held, age, gender, tenure status, and years of service; primary subject taught by full- and part-time faculty; full-time academic support personnel by highest degree held, gender, age, and years of service; and full-time administrative, supervisory, and professional/technical personnel by highest degree held, age, gender, and years of service. Highlighted findings include the following: (1) the Illinois public community colleges reported a total of 24,761 employees during fall 1988, including 4,547 full-time instructors and 2,840 clerical staff members; (2) 12,568 individuals taught on a part-time basis in fall 1988, representing an increase of 322 part-time instructors over fall 1987 and 1,358 instructors over fall 1986; (3) in fall 1988, part-time faculty constituted 73.4% of all faculty, compared to 70.7% in 1986; (4) when all employment classifications were combined, women represented 52.4% of the employees, though the administration and teaching faculty were predominantly male; and (5) between 1986 and 1988, overall minority representation

decreased among full-time faculty but increased among administrators. (AYC)

ED 307 076 RC 017 049

Peach, Larry E.; Reddick, Thomas L.

A Study To Determine Rural High School Students' Attitudes toward Family and School Relationships.

PUB DATE- Feb 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Family (Sociological Unit); High Schools; High School Students; Public Schools; *Rural Youth; *Student Attitudes
IDENTIFIERS- Appalachia; *Tennessee

Today's high school students encounter a diversity of complex issues affecting both their family and school relationships. It is necessary for parents, school personnel, and students to understand each other's perspectives. In recent years there has been a change in family patterns, societal expectations, and lifestyles. These changes have had a great impact on students and their personal adjustments and coping skills. Among the various concerns of high school students are home and family situations, personal problems, school related issues, and the effects of after school employment. A study was conducted to assess the attitudes of 450 students in 15 high schools in rural middle Tennessee concerning family life, parent relationships, individual social adjustment, and employment habits. An 18-item questionnaire to collect information about the students included the following: school absences; family structures; reasons for considering dropping out; reasons for considering running away from home; who is at home after school; communicating with parents; perceptions of parental discipline; contemplating suicide; parents working away from home; reasons for depression; drug and alcohol use and reasons for use; after-school employment; use of earnings; and the effect of working on grades. An item analysis of the questions is included. (ALL).

ED 307 089 RC 017 085

Tribe, Deanna L.
Appalachia or the Midwest? Appalachian Cultural Awareness in Southern Ohio.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Appalachian Studies Conference (Morgantown, WV, March 17-19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Area Studies; *Cultural Awareness; Geographic Regions; *Identification (Psychology); Regional Attitudes; *Regional Characteristics; Rural Areas; *Rural Population
IDENTIFIERS- *Appalachia; Appalachian Studies; *Ohio

Twenty-eight counties of southern and eastern Ohio are part of federally-defined Appalachia. This paper considers whether or not the identity of people in this area is Appalachian, Midwestern, or just plain rural. These counties lie in the unglaciated section of the Allegheny plateau, characterized by steep valleys, narrow ridges, and coal deposits. The area is more densely forested and less suited to agriculture than the rest of Ohio. Per capita income is $9,796, compared with Ohio's mean of $12,052. Many of the area's problems are similar to those of the rest of Appalachia: a high poverty rate, high unemployment, a shortage of physicians, substandard housing, and the departure of youth to employment opportunities elsewhere. The population displays many characteristics congruent with Appalachian identity: strong sense of place, independence, neighborliness, self-reliance, hospitality, familism, strong kinship ties, and "mountain" speech patterns. In 1989 the Ohio Cooperative Extension Service will survey 13 counties to determine the extent of Appalachian identification and cultural awareness among southern Ohioans. Results will be used to tailor extension education programs to the cultural context of this clientele. The paper contains 15 references and an Appalachian reading list with 48 entries. (SV)

ED 307 115 SE 050 567

Schlenker, Richard M.
Building High School Science Department Inventory Records Using the Appleworks Data Base Subprogram and Apple IIe or GS Computers.
Dependents Schools (DOD), Washington, DC. Pacific Region.

PUB DATE- Jun 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Oriented Programs; Computer Science Education; Computer Software; *Computer Uses in Education; Courseware; *Database Management Systems; Databases; High Schools; Information Sources; Instructional Materials; *Orientation Materials; Reference Materials; Science Education; Science Instruction; *Science Laboratories; Teaching Guides
IDENTIFIERS- *Apple II

This manual was developed for use as a "how to" training device and provides a step-by-step introduction to using AppleWorks in the database mode. Instructions are given to prepare the original database with the headings of the user's choice. Inserting information records in the new database is covered, along with changing the layout of the database after several records have already been entered. Each step of the entire operation is accompanied by views of the screen. The guide can be used with either Apple IIe or IIGS computers with dual disk drives and an 80-column card. This instruction manual uses AppleWorks version 1.3. (MVL)

ED 306 966 IR 052 798

Annual Program, 1989.

Texas State Library, Austin. Dept. of Library Development.

PUB DATE- 89
NOTE- 319p.; For the 1988 program, see ED 287 501.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Disabilities; Disadvantaged; Grants; Institutionalized Persons; Library Administration; Library Facilities; *Library Networks; Library Planning; Library Statistics; Limited English Speaking; Literacy Education; Older Adults; *Program Costs; *Program Descriptions; Public Libraries; Regional Libraries; Shared Library Resources; *State Programs
IDENTIFIERS- *Library Services and Construction Act; *Texas State Library

This report provides information related to the Texas State Library's fiscal year 1988 Library Services and Construction Act (LSCA) 20 U.S.C. 351 et seq. state-administered program. Information is included on: (1) Standard Form 424 for federal assistance; (2) fiscal breakdowns of estimated expenditures; (3) specific requirements for maintenance of effort (MOE), and maintenance of support, administration, and construction for major urban resource libraries (MURLs); (4) certification of the annual program; and (5) a source of funds summary by LSCA priority. In addition, annual program reports and program narratives are provided for the following Title I projects: (1) Project 1: Areas without Services; (2) Project 2: Areas with Inadequate Services; (3) Project 3: Services to the Disadvantaged; (4) Project 4: Service to Physically Handicapped; (5) Project 5: State Institutional Library Services; (6) Project 7: Major Urban Resource Libraries; (7) Project 9: Services to Limited English-Speaking; (8) Project 10: Services to the Elderly; (9) Project 12: Literacy Programs; and (10) Project 14: Administration. Information is also provided for Title II, Project 1: Public Library Construction; and for Title III, Project 1: Planning for Cooperative Library Networks, and Project 2: Establishing, Expanding, and Operating Library Networks. Eight appendixes include grant application guidelines for various LSCA programs. (CGD)

ED 307 017 PS 017 645

Children's Health Care Issues. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Hrg-100-703
PUB DATE- 23 Mar 88
NOTE- 271p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-04577-5, $8.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Children; Federal Government; *Government Role; *Health Needs; *Health Programs; *Health Services; Hearings; *Program Improvement; Public Policy
IDENTIFIERS- *Child Health; Congress 100th

A hearing was convened to investigate health care issues affecting children. Witnesses provided information about the way in which the health care system meets the needs of children in the United States. Components of the system include Medicaid for low-income children, the Maternal and Child Health block grant program, employer-sponsored health insurance, and Medicare for a small number of children with end-stage kidney disease. Testimony concerned Medicaid's adequacy, enrollment barriers, needed improvements, and recommended expansions; private insurance and insurers' case management procedures for children with severe and chronic health problems; prenatal care; the need for legislation to decrease infant mortality and expand coverage to poor, uninsured infants and pregnant women; health care policy and programs in several states; prevalence of chronic illness; use of health care by disabled children; paying for health care costs; Blue Cross and Blue Shield coverage and benefits; policy and program directives to specialized populations needing health care; the cost-effectiveness of expanded access to prenatal care for poor women; improved access to primary care and effective well-child care for young children; problems in financing and delivering health services for technology-dependent children; and child health activities of the Department of Health and Human Services, the Indian Health Service, and the Alcohol, Drug Abuse and Mental Health Administration. An extensive Congressional Research Service report on federal programs and policies on health care for children is included. (RH)

ED 307 101   RC 017 146

Lansford, Notie H., Jr.; Jones, Lonnie L.
Impact of the Changing Farm Economy on Rural Communities. Evaluation of Interrelationships between Agriculture and the Economy of Rural Communities.
Southern Rural Development Center, Mississippi State, Miss.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
REPORT NO.- SRDC-1101
PUB DATE- Nov 88
NOTE- 58p.
CONTRACT- 86-CRSR-2-2777
AVAILABLE FROM- Southern Rural Development Center, Box 5446, Mississippi State, MS 39762 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agricultural Production; *Computer Simulation; *Employment Projections; Income; Mathematical Models; Menu Driven Software; Predictor Variables; *Regression (Statistics); Rural Areas; *Rural Economics

IDENTIFIERS- Counties; *Estimation; *Texas; United States (South)

A reduction in agricultural activity in a rural farming community will result in reduced activity in almost every sector of the local economy. The result may be measured in loss of employment and income. This report provides a method to estimate such economic impacts with a minimum of data collection and manipulation. Most of the input data required are available from the Census of Agriculture and the Bureau of Economic Analysis. The model takes the practitioner's estimates of changes in agricultural production and estimates the change in agricultural sales. Then, the predicted change in total sales generates estimates of changes in total county employment and county income. This much is possible by simply estimating changes in production of key crops. Inclusion of estimated changes for other basic sectors can produce even more meaningful estimates. The model's shortcomings are its dependence on cross-sectional data, and the fact that reliability is threatened if agricultural commodity price levels change significantly or if the county under investigation deviates greatly in crops, livestock, employment, or population size from the 48 Texas counties used as a proxy for Southern rural areas in the model's development. This report contains 11 references, statistical equations, the computer report format, instructions for using the interactive computer program, and an example of model application. Appendices making up the bulk of the report include program codes for IBM and Apple MacIntosh versions and examples of single entry and range entry reports. (SV)

ED 307 047 PS 017 996

Parent Involvement Bibliography. Parents in Education Series.
Chapter 1 Technical Assistance Center, Hampton, NH. Region A.; RMC Research Corp., Hampton, NH. Parent Involvement Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 89
NOTE- 48p.; For Resource Directory, see PS 017 995.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Advocacy; Annotated Bibliographies; *Decision Making; *Parent Participation; *Parent Role; *Resource Materials; *Teacher Education
IDENTIFIERS- Parent as a Learner; *Parent as a Teacher

Produced by the Chapter 1 Parent Involvement Center at RMC Research Corporation in Hampton, New Hampshire, this annotated bibliography contains a list of articles, books, and other publications that deal with the issues regarding parent involvement in children's education. The bibliography is not intended as an all-inclusive list of published materials. Rather, it contains materials selected for currency, relevance, and usefulness to parent involvement staff members at the six Chapter 1 Technical Assistance Centers in the United States and their clients. Listings are relevant to five parent involvement topics: parents as teachers, parents as learners, parents as decision makers, parents as supporters and advocates, and administrative issues and teacher training. The authors and the five topic categories are cross-referenced. Over 130 references are cited. (RH)

ED 306 765 FL 017 956

Benander, Ruth
An ESL Program Yearbook as Writing and Interactional Inspiration.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *English (Second Language); Higher Education; Layout (Publications); *Program Descriptions; Second Language Instruction; *Second Language Programs; Student Motivation; Student Publications; *Writing Exercises; Writing Instruction; *Yearbooks
IDENTIFIERS- *University of Pennsylvania

The rationale, approaches, and mechanics of publishing a student yearbook in English-as-a-Second-Language programs are discussed, and examples are drawn from the experiences and practices at the University of Pennsylvania. The production of a yearbook is suggested as a context for student writing that transcends the scope of the essay and that can be adapted to any audience. Types of student contributions recommended include student interviews, essays done as class writing assignments, art and photography, cartoons, editorial comments, and reviews. The mechanical aspects of publication construction addressed include photocopying, typewriting, word processing, the inclusion of artwork, and binding. The process of preparing for publication an essay about Amsterdam is discussed, and a layout problem is offered as an example of specific issues that have had to be resolved. It is concluded that this type of communicative writing project provides a public purpose for writing to a wide audience, provides opportunities for task- and content-based discussions, provides a product in which students take great satisfaction, and can be used as a public relations tool to both promote the program and to inform the larger community. (MSE)

ED 306 780 FL 017 988

Thrush, Emily A.; Hardisty, David

Computer Networks for Language Learning: The Creation of Meaning through Interaction.

PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Computer Assisted Instruction; *Computer Networks; Computer Software; Freshman Composition; Higher Education; *Interaction; Language Processing; Microcomputers; Program Descriptions; Word Processing; Writing (Composition); *Writing Instruction
IDENTIFIERS- Georgia Institute of Technology; University of Southern California

Computer networking has made many new activities available to language learners. While these innovations are practical, they are also grounded in theory and justifiable on sound principles of language learning. Computers make possible classroom activities maximizing the benefit drawn from complex and otherwise unmanageable communicative interactions. Depending on its capabilities, a computer network can provide for interaction between a user and databases, bibliographic sources, or information sources; between user and other users; between user and various experts; and through word processing, between user and text. Local area networks which usually consist of a number of computers linked together in one room, provide the potential for a variety of student activities, including manipulating text, sharing work, creating text, and conferencing. The Georgia Institute of Technology English and Political Science departments have set up a system on the Wide Area Network that serves as an adjunct to class instruction by providing accessible services such as electronic mail and electronic bulletin boards. The software for a University of Southern California freshman composition program uses a notebook metaphor allowing students to sit at a microcomputer to plan, organize, research, and write a paper on an assigned topic. Various other networking projects both current or projected are discussed. (MSE)

ED 306 937 IR 013 679

Calvert, Sandra L.; Scott, M. Catherine

Sound Effects for Children's Comprehension of Variably-Paced Television Programs.

PUB DATE- Aug 87
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Comprehension; *Grade 4; Intermediate Grades; *Preschool Children; *Programing (Broadcast); Selection; *Sound Effects; Statistical Distributions; *Television Research
IDENTIFIERS- Story Content; *Variable Pacing

In this study, children's selective attention to, and comprehension of, variably-paced television programs were examined as a function of sound effects. Sixty-four children, equally distributed by sex and by preschool and fourth grades, were randomly assigned to one of four treatment conditions which crossed two levels of sound effects (presence versus absence) with two levels of program pace (high versus low rate of scene change). It was found that sound effects increased children's selective attention to key program actions which, in turn, predicted children's comprehension of targeted story events. Effects were most pronounced in the rapidly-paced television program, particularly for the younger age group. The results suggest that young children's comprehension of rapidly-paced television programs can benefit if attention is guided selectively to significant story actions by sound effects. (18 references) (Author/CGD)

ED 307 032 PS 017 943

Lester, Barry M.
Colic for Developmentalists. Preliminary Draft.

PUB DATE- Apr 89
NOTE- 34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Development; *Clinical Diagnosis; *Family Problems; *Identification; *Infants; *Parent Child Relationship
IDENTIFIERS- Autonomic Nervous System; *Colic; *Crying; Developmental Theory; Symptoms

During paroxysms of colic, infants are hypertonic or neurolabile, and appear to be in acute, abdominal pain. The infant lets out a high-pitched cry which soon reaches a screaming level, and which is coupled with facial grimacing. The infant is difficult to console, and may resist attempts to sooth it. Between spells, these infants cry normally and are not hypertonic. Recent research suggests that infants with true colic represent a subgroup of infants with excessive crying. Findings indicate that colic and excessive crying can be differentiated by physical and behavioral criteria. Mothers of infants with colic perceive their infant's cry as being different from that of other infants, and rate their infants as having a difficult temperament. From a pediatric point of view, colic appears to be an imbalance of the autonomic nervous system, particularly of the dynamic interplay between sympathetic and parasympathetic systems. From a developmental point of view, this autonomic imbalance could be related to the broad spectrum of changes in neurological and behavioral function that occur around the second month: the so-called biobehavioral shift from basic physiological regulation to the beginnings of social regulation. What is triggered by crying as a biologically based condition may develop into crying as mediated by social-emotional factors in the parents. (RH)

ED 307 063 PS 018 018

Fischer, Florence E.
A Comparison of Curricula Used in Kindergarten for the Development of Number Concept.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Comparative Analysis; *Concept Formation; *Kindergarten; Kindergarten Children; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Numbers; Pretests Posttests; Primary Education; Program Effectiveness; *Test Construction
IDENTIFIERS- Number Concepts Test; *Part Part Whole Schema

The effects of two curricula for teaching number concepts to kindergarten children: a part-part-whole (PPW) curriculum emphasizing set-subset relationships between cardinal numbers, and a count/say/write (CSW) standard curriculum were composed. The concept of number attained by children taught with these two curricula was compared to that of children who received no instruction in number. Data collection efforts involved evaluation of the children's understanding of the components of number, their problem-solving performance on addition and subtraction story problems, and their use of the PPW component of numbers with numbers greater than 10. Participants were 97 children from 5 kindergarten classes in a predominately white, middle-class public school. Findings indicated that the PPW instruction facilitated the development of number concept by kindergarten children. PPW also enhanced children's ability to solve addition and subtraction word problems. PPM may provide a conceptual base for emerging informal addition and subtraction strategies. Use of the CSW standard curriculum, even when carefully applied and upgraded to include many manipulative experiences, did not improve children's number concept. Children receiving no instruction performed better than did children receiving the CSW program of instruction. (RH)

Capper, Colleen A.
Country Road-Level Bureaucracy: Special Education in the Context of Rural Poverty.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Field Studies; Poverty Areas; Resource Room Programs; *Rural Education; Rural Schools; Rural Urban Differences; *Special Education
IDENTIFIERS- *Education for All Handicapped Children Act

Rural poverty causes implementation of P.L. 94-142, The Education for All Handicapped Children Act of 1975, to be uniquely different from urban implementation. Rural areas may try to emulate urban policies, where it is possible to identify and group severely handicapped children for appropriate services, but in rural areas the availability of specialists and classroom space influences policymaking. This paper reexamines the theory of street-level bureaucracy as it pertains to implementing P.L. 94-142 in rural areas. The theory of "street-level" bureaucracy concerns the interaction between policy implementor and the target of policy, with a focus on the implementor's procedural actions and decisions. The theory, originally applied to urban contexts, is extended in this paper to rural contexts. The paper considers the relationship of rural poverty and street-level (or "country road" -level) bureaucracy as they affect special education policy for students with severe disabilities. This paper applies the literature in systems theory and social policy to data and analyses from a previous field study. Emerging theoretical propositions imply that the recipient of the policy is actually the policymaker and developer and that the "country road"-level bureaucrat's response to policy has a negative effect both for systems and implementation. This paper contains 47 references. (ALL)

ED 307 116   SE 050 568

Independent Study Calculus via Computer Software. Final Report of Excellence in Education Grant.

Chestnut Ridge School District, New Paris, PA.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 5 Jan 87
NOTE- 34p.
GRANT- G008690028
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Calculus; *Computer Assisted Instruction; Computer Networks; *Computer Software; Computer Uses in Education; *Electronic Mail; High Schools; Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; Mathematics Materials; *Secondary School Mathematics
IDENTIFIERS- BASIC Programing Language; Pennsylvania

This project developed a lesson authoring system, a component which provided communications between students and teachers using electronic mail, and calculus lessons which were formatively evaluated with 20 students at four high schools. The authoring system utilized word processors to write the lessons and a BASIC computer program to execute the word processor files. Interactive lessons written on a word processor using one operating system were transferred to a different operating system using communications software. To maintain computer compatibility, worksheets were used to present graphics material. Students and remote teachers communicated through electronic mail (e-mail). The lessons saved student responses to questions in a form which was easily included in e-mail messages. The remote teacher wrote answers to the questions in a form which was returned to the student on e-mail. These answers were executable as lessons and merged into existing lessons using word processing functions. This created a dynamic software library which was updated as student questions were answered. This report includes the cost of continuing the course and the student evaluation of the course. (Author/YP)

ED 306 792 HE 022 453

Cotera, Augustus S.

Survey of Factors of Student Access and Persistence in the Arizona Universities.

Arizona Board of Regents, Phoenix.

PUB DATE- Nov 88

NOTE- 130p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Persistence; *Access to Education; College Students; Competition; Educational Quality; Efficiency; Equal Education; Excellence in Education; Family Influence; Higher Education; High School Students; *Minority Groups; Public Colleges; School Activities; Self Concept; *State Universities; Student Financial Aid

IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One paper in a collection of working papers in the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this study includes and explains a survey designed to assess the major factors affecting access and persistence of all students in Arizona's three public universities as perceived by the Students. A randomly selected sample of students in the major ethnic groups at each university was used. Data are grouped by ethnicity and by institution. Some of the major findings are as follows: the largest class of students are seniors, and the majority of students are single; the weakest skill area for all groups is mathematics; the majority of students live with both natural parents until age 18; the most frequently cited college of attendance prior to the present university is a community college; only a few students participate in campus activities; almost three-fourths of the students, regardless of ethnicity and university, sought aid from the office of financial aid; among ethnic groups, Blacks are most likely to have an academic advisor for program assistance and Asians are least likely; one-fourth of the respondents use career placement services; and, with regard to popularity with members of the opposite sex, Native Americans and Asians are the least comfortable and Blacks and Hispanics have the most friends. Eleven appendices provide statistics on general characteristics, high school preparation, home environment, education prior to entering the university, campus activities, financial aid, campus support (academic and social), financial aid, personal attention, and self-concept. (SM)

ED 306 804 HE 022 465

Ewell, Peter T.
Undergraduate Assessment Efforts in Arizona's Universities: A Status Report to the Task Force on Excellence, Efficiency and Competitiveness.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 12p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Educational Assessment; *Educational Quality; Efficiency; Excellence in Education; Higher Education; *Institutional Evaluation; Public Colleges; *State Universities; *Undergraduate Study
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

The results of visits by the National Center for Higher Education Management Systems to Arizona's three public universities to observe the status of institutional effort to assess the quality of undergraduate education are presented as a working paper in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Observations are discussed on the basis of the following: administrative support, leadership, and commitment; institutional assessment programs; organization of assessment; and implementation status and prognosis. Some of the broad recommendations for consideration by the Task Force are: current decennial review processes required by the board should include a more explicit outcomes component; requests for additional funding through decision packages should be explicitly supported; the decennial review cycle should include a comprehensive review of undergraduate education; institutional assessment plans should clearly identify the means by which students are initially tested for basic skills at appropriate levels to engage in college level work; and the information function at the institutional and board level needs attention. Though campus-based efforts to assess the effectiveness of Arizona's undergraduate education are proceeding adequately, they can only be successful in the long run if they have continuing, sincere support from top administration and faculty, and if the results are taken seriously by the board. (SM)

ED 306 816 HE 022 477

Brophy, James
Technology Transfer and Economic Development in Arizona.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 6p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Competition; *Economic Development; Efficiency; Excellence in Education; Financial Support; Higher Education; Public Colleges; *Research and Development Centers; *Research Utilization; State Aid; *State Universities; Teacher Role; Technological Advancement; *Technology Transfer
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Effic and Compet; Research Parks; University of Arizona

The status of Arizona's effort to encourage the creation and expansion of high technology based on the discoveries and new knowledge developed at its research universities is discussed. The study of the University of Arizona and Arizona State University was recommended by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. The application of academic research results to economic development is termed technology transfer. There are often concerns that a university engaging in technology transfer may experience a distortion or devaluation of its main mission, i.e., education and scholarship. This distortion need not occur if the academic community has appropriate administrative mechanisms in place. University technology transfer programs are explained, focusing on each university. The Arizona State University Research Park 5-year plan will contribute, it is hoped, to economic development in Arizona. Faculty and state participation in technology transfer are noted. Currently, most of the elements of a technology transfer program are in place in Arizona, but the program is very new and needs to mature. Five recommendations include: The Arizona Board of Regents and universities should streamline their procedures to be more responsive to faculty concerns and to develop greater faculty participation in technology transfer activities; both universities should evaluate their participation in private incubator organizations; and the Board of Regents should issue a formal statement on technology transfer which is less obtuse than its formal recommendations. (SM)

ED 306 828 HE 022 490

Schneider, Jacqueline; Johnson, Edward
The Governance and Decision Making Processes of the Arizona Board of Regents and Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 8p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; College Governing Councils; Competition; *Decision Making; Educational Quality; Efficiency; Excellence in Education; *Governance; Governing Boards; Higher Education; Policy Formation; Public Colleges; *State Boards of Education; *State Universities
IDENTIFIERS- *Arizona; Arizona Board of Regents; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness, this document looks at ABOR and at the governance and decision making processes of Arizona's three public universities. ABOR is a body corporate charged with the governance of the three universities, which have no independent existence but rather are extensions of the Board. Subjects considered are as follows: the constitutional authority and responsibility of the Board; the statutory authority and responsibility of the Board; delegation of authority by the Board; the role of Board committees and councils; executive staff councils; and internal decision making processes at the university level. Specific information (e.g., presidents, vice presidents, vice provost, legal council to the president, associate to the president, assistant to the president, deans, and the faculty senate) is provided for the University of Arizona, Arizona State University, Northern Arizona, the Arizona Students Association, and the Associated Students of the University of Arizona (the official student governance body). Eleven selected officers oversee the Arizona Students Association, an active student lobbying group representing each of the three state universities before ABOR and the state legislature. (SM)

ED 306 840 HE 022 502

Hines, Edward R.

Higher Education and State Governments: Renewed Partnership, Cooperation, or Competition? Report No. 5.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-913317-47-0

PUB DATE- 88

NOTE- 177p.

CONTRACT- ED-RI-88-062014

AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($15.00).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Accountability; Financial Support; Government Role; *Government School Relationship; *Higher Education; Institutional Role; Leadership; Minority Groups; Policy Formation; *Public Policy; State Aid; *State Government

Information about current policy issues and relationships Between state governments and higher education is presented, with focus on the conceptual issue of accountability and autonomy. The relationship between state governments and colleges is continually evolving. Four sections cover the following: (1) leadership in higher education (the state-level higher education agency, trustees, governing boards, multicampus systems, governors and higher education, lobbying, acountability, autonomy, and regulation); (2) state financial support for higher education in transition (newer developments in state financing of higher education, higher education and economic development, and state support of private institutions); (3) current state/campus policy issues (higher education and reform, minorities in higher education, program review in higher education, and the state's role in assessment and quality); and (4) analysis and implications (the relationship between state government and higher education, state leadership in higher education, financing higher education at the state level, state-campus policy issues, implications for institutions, and implications for research and policy making). Contains about 300 references. (SM)

ED 306 864 HE 022 588

An Intercultural Seminar for Foreign and U.S. University Students.
American Association of State Colleges and Universities, Washington, D.C.; Colorado State Univ., Ft. Collins.

PUB DATE- Mar 89
NOTE- 28p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Some pages of small, broken type may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); College Students; Cultural Awareness; *Foreign Students; Global Approach; Higher Education; *Intercultural Programs; Models; *Orientation; Program Descriptions; Questionnaires; *Seminars; State Universities; Student Adjustment; Student Development
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Colorado State University Fort Collins

Presented is a discussion of an intercultural orientation seminar for foreign and U.S. university students at Colorado State University. This 1-day retreat is held each semester at a lodge in the Rocky Mountains. It is designed to bring together the students and community people to experience an international environment where the goal is to explore each other's cultures and become acquainted. The seminar, known as "A Day in the Mountains," concentrates on feelings attitudes, and the understanding and acceptance of differences in cultures. This is a low-cost-per-person project, almost self-supporting, with a minimal amount of outside funding. Some of the problems facing other types of orientation programs which this program is designed to overcome are information overload, lack of time, perceived lack of relevance, continuing learning experience, and lack of money. This program is replicable in a college or university with foreign students if a supportive office staff exists who believe in the value of the experience. Appended are: a schedule for the all-day seminar; directions for group leaders; additional suggestions from previous evaluation sessions; information on exploring cultural differences; a cultural values worksheet; a questionnaire on cultural assumptions and values affecting interpersonal relationships; a paper on the intercultural adjustment cycle; and common slang used in the United States. (Author/SM)

Edwards, Grace Toney
Appalachian Studies Program.
American Association of State Colleges and Universities, Washington, D.C.; Radford Univ., Va.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 1 Mar 89
NOTE- 24p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Programs; Cultural Enrichment; *Cultural Influences; Cultural Traits; *Ethnic Studies; Higher Education; *Interdisciplinary Approach; Models; Program Descriptions; *Regional Characteristics; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Appalachian Studies; *Radford University VA

Radford University's program in Appalachian Studies, which was begun in 1981 in order to acquaint students with the distinctive Appalachian subculture, is presented in this report. The program has grown to encompass 15 courses in six disciplines. Core topics are history, culture, folklore, and literature, but many other subjects are included. Most classes are included within the individual departments, but five are listed under an Appalachian Studies heading are are typically team-taught. Students may earn a minor in Appalachian Studies and have the opportunity to intern in a regional agency. The Highland Summer Conference brings in publishing writers from the region each summer to teach a course in Appalachian writing and culture. The program also includes research and outreach and cultural programming. Faculty and students are encouraged to engage in research and to disseminate their findings, through publications, the Appalachian Studies Association, and community presentations. In addition, a student-faculty group sponsors four or five events per year, featuring Appalachian music, drama, dancing, storytelling and folk arts. A brochure and flyers about the program are appended. (KM)

ED 306 890 HE 022 614

Taylor, Ralph W.
SCORES: Search Committee on Recruitment of Excellent Students. Academic Festival, Huntington, West Virginia. March 11, 1989.
American Association of State Colleges and Universities, Washington, D.C.; Marshall Univ., Huntington, W. Va.
PUB DATE- 1 Mar 89
NOTE- 23p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Awards; *College Choice; College Programs; Higher Education; High Schools; *High School Students; Models; Program Descriptions; State Universities; *Student Recruitment
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Marshall University WV; SCORES Program; West Virginia

The Marshall University Search Committee on Recruitment of Excellent Students (SCORES) program, is intended to encourage good students in West Virginia to attend college and to encourage them to choose Marshall University. SCORES is an annual recognition of academic excellence among high school sophomores, juniors, and seniors. High school teachers and counselors are contacted and asked to identify students with a grade point average of 3.0 or better in the subject area in which they wish to compete. Each spring an academic festival is held on campus, and approximately 100 tests covering all academic disciplines are administered. Participating students may be from West Virginia, southern Ohio, and eastern Kentucky. In 1987 and 1988, approximately 3500 students participated, and 4000 are expected in 1989. Awards are given at the end of the day to both students and schools. Followup letters and certificates are sent to all who did well on the tests, with invitations to visit and apply to the university. (KM)

ED 306 925   HE 022 651

Barr, Robert D.
Quality Assurance Program: Beginning Teacher Warranty.
American Association of State Colleges and Universities, Washington, D.C.; Oregon State Univ.-Western Oregon State Coll., Corvallis. School of Education.
PUB DATE- 88
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Beginning Teachers; *Competency Based Teacher Education; Faculty Development; Higher Education; Models; Performance; Program Descriptions; Quality Control; *Schools of Education; State Colleges; State Programs; State Universities; *Teacher Education Programs; Teacher Evaluation; *Teaching Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Oregon State University; Western Oregon State College

This report discusses the Quality Assurance Program at the OSU/WOSC School of Education, a merged school serving Oregon State University and Western Oregon State College. This major reform in teacher education is designed to bring a high level of accountability to teacher education and is called a "Warranty of First-Year Teachers." If, on the basis of systematic evaluation, the graduates of the teacher education program fail to perform satisfactorily as beginning teachers, the School of Education provides direct assistance and support to both the employing school and the new teacher. It prepares almost 700 new teachers each year, and since 1982, fewer than a dozen of them have been evaluated as less than effective. Each of these beginning teachers has received intensive support from the school's faculty. Some of the services offered to the teachers are: on-site consultation with principal and teacher; on-site classroom observation; assistance in curriculum development; and reimbursement for cost of substitute teachers to enable them to work with college faculty members. This warranty program has gained national and international attention and the support of legislators and newspaper editorial boards. It has been replicated at a number of schools of education and community colleges across the country. (SM)

ED 306 952 IR 013 835

King, Alison
Verbal Interaction in Computer-Assisted Cooperative Problem-Solving Groups.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-4, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Cognitive Style; *Computer Assisted Instruction; *Cooperative Learning; Grade 4; *Group Dynamics; Intermediate Grades; Microcomputers; *Peer Relationship; Predictor Variables; *Problem Solving; Social Cognition; Success; *Verbal Communication
IDENTIFIERS- *LOGO Programing Language; Turtle Graphics

The verbal interaction and problem-solving behavior of groups of high and average ability learners were compared during computer-assisted cooperative problem-solving to determine the problem-solving behaviors that relate to success within this context. Thirty-six fourth grade students were assigned to groups of three to form 12 groups, six of high and six of average academic ability. All groups were given the task of using Logo Turtlegraphics to reproduce a given line design on the computer screen. Results of the task were evaluated using four predictors of problem-solving success: (1) asking more task-related questions; (2) using a greater variety of problem-solving strategies; (3) spending more time on strategy; and (4) showing higher levels of strategy elaboration. It was found that high ability groups invested more time in strategy planning, used a greater variety of strategies and a greater number of long task statements, reached higher levels of strategy elaboration, and engaged in more social talk. The additional time that successful groups spent on problem-solving strategies was related to their use of longer task statements, questioning, and variety of problem-solving strategies. These findings suggest that teachers might try to foster the kinds of verbal interaction and problem-solving behaviors that appear to promote success in group computer learning, and that software should be designed in such a way as to stimulate group members to interact by asking questions of each other which may in turn promote the problem-solving process. A table depicting the means for a series of 2 (ability) by 2 (success) analyses of variance on each of the verbal interaction and strategy use variables is appended. (28 references) (CGD)

ED 306 992 JC 890 238

Slark, Julie

The Traditional Centralized Model of Institutional Research: Its Derivation & Evolution at One College.

Rancho Santiago Community Coll., Santa Ana, Calif.

PUB DATE- Apr 89

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Organization; Centralization; *College Administration; College Planning; Community Colleges; Educational Researchers; *Institutional Research; *Program Administration; Program Descriptions; *Research Directors; Research Needs; *Research Utilization; Two Year Colleges

A description is provided of Rancho Santiago College's institutional research program, which uses a traditional centralized research model, augmented with alternative, decentralized approaches. First, background information is presented on the college and the role of the research office in management, decision-making, and educational support. Next, the organizational structure of the district is explained, with particular emphasis on the role of the director of research and planning within the college's Planning Council and Research Committee. After exploring the relationships between the research office and other college departments, the paper discusses the researcher's role as campus and team leader. The next section explains the operations of the centralized research model on campus, highlighting: (1) the annual development of a research agenda of specific priorities and studies to be conducted; (2) staffing of the research office by a full-time director and administrative secretary and up to 12 part-time or grant-funded staff members in various positions; and (3) reporting, disseminating, and utilizing research findings. After acknowledging that the research study process has differed slightly for each study conducted, the paper offers examples of two studies that exemplify the standard structure. Finally, the advantages and disadvantages of the centralized model are reviewed, highlighting the elimination of redundancy, the easy identification of gaps in research knowledge, and the potential for the isolation of the researchers from the programs and services they are studying. (AYC)

ED 307 005 JC 890 251

A Study of Shifts in Enrollment and Completion Patterns in Illinois Public Community College Programs, Fiscal Years 1985-1989.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jun 89
NOTE- 18p.; For a prior report, see ED 270 187.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; *Community Colleges; Declining Enrollment; *Educational Demand; Enrollment Influences; *Enrollment Trends; *Graduation; *Majors (Students); State Surveys; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Illinois

In June 1989, a study was conducted to examine shifts in student demand for programs offered by Illinois community colleges, focusing on program enrollment and completion patterns from fiscal years 1985 through 1989. Four indicators of student demand were examined in the study. First, enrollments were analyzed in terms of the changes that took place in the fall opening headcount of students enrolled in various program areas. Second, enrollment patterns were investigated with respect to changes that occurred in the number of credit hours taken per broad programmatic funding category. Third, the number of students completing programs was examined to determine whether shifts had occurred in the types of programs being completed. Fourth, the ratio of program completers to program enrollments was determined. Study findings included the following: (1) during the four-year period, community college enrollments decreased, especially in adult secondary education, general studies, and the general associate degree, while the number of students completing programs increased; (2) in the baccalaureate/transfer program, fall headcount enrollments, credit hour production, program completions, and ratio of completions to headcount all increased; (3) the number of credit hours generated by courses decreased in all areas except for the growth in adult basic education and baccalaureate/transfer, and the relative stability in remedial enrollments; and (4) the occupational program with the most demand was business, followed by health, trade and industrial education, and engineering technology. Data are displayed in seven statistical tables. (JMC)

ED 307 048 PS 017 997

Greene, Lorna H.
Improving Administrative Services and Developing Positive Attitudes and Communication through Interdepartmental Training.
PUB DATE- 88
NOTE- 78p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Agency Cooperation; *Attitude Change; *Categorical Aid; *Communication Problems; Compensatory Education; Coordination; Day Care; Early Childhood Education; Program Effectiveness; *Reservation American Indians
IDENTIFIERS- *Interdepartmental Training; *Project Head Start

The director of a Head Start Day Care and Family Resource Center (which is the only licensed group child care and early childhood education facility serving Native Americans in the rural southwest) implemented a practicum intervention designed to inform the tribal central finance office about the goals and financial needs of the child care center. Specific aims were to: (1) improve service from the finance office to the center; (2) increase the knowledge of the finance office staff about the operation and administrative needs of the center and vice versa; and (3) improve the attitude of the staff of each program and office concerning the staff of the other program and office. Appropriate areas for in-service training were identified through administration of a questionnaire designed to obtain baseline data on current knowledge and through informal interviews with members of both staff groups. Subsequently, eight training sessions were conducted by the center director for the finance staff, and finance staff provided two training sessions for the center staff. The sessions covered philosophy, goals, activities, and financial needs. Evaluation data indicate the positive outcomes of the intervention. Related materials are included in 10 appendices and include: (1) findings and recommendations; (2) correspondence from federal funding agency; (3) questions and responses from informal interviews; (4) two examples of staff meeting agenda; (5) pre-post training questionnaire and responses from pre-training administration; (6) one example of center staff meeting agenda; (7) training plan; (8) memo to finance staff, re: training; (9) personnel breakdown and vendor list and supplies; and (10) example of project progress notes. (RH)

ED 307 090 RC 017 090

Annual Demographic Data for Migrant Family Housing Centers: 1987 Harvest Season.
California State Dept. of Housing and Community Development, Sacramento.
PUB DATE- 87
NOTE- 23p.; For 1986 report, see ED 288 688.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; *Family Characteristics; Family Size; Low Rent Housing; Mexican Americans; Mexicans; Migrant Children; *Migrant Housing; Migrant Programs; *Migrant Workers; *Migration Patterns; Residential Patterns; *Seasonal Laborers; State Programs; Tables (Data)
IDENTIFIERS- *California

California, the largest employer of seasonal labor in the United States, provides low-cost housing for migrant farmworkers in 15 counties during the harvest season from April through November. In 1987, the 21st year of data collection, 27 housing centers with 2,071 housing units served 2,461 families containing 12,174 individuals. About 53% of total families stayed at the centers for the entire 180-day occupancy period. The typical migrant family consisted of two parents aged 18-44, with four to six years of education, two or three children, and possibly a grandmother or other relative; two members of the household worked in the fields, and two children attended day or infant care facilities at the center, or summer school off-site. Families' identified home bases were Mexico (34%), Texas (31%), California (20%), Arizona (10%), and the United States (1%). The home base of 4% of families was unknown. Most families migrated for the harvest season, worked five months, and returned directly to their home base to enroll children in school for the fall semester. This report contains four tables based on approved rental applications and monthly occupancy summaries, a map showing the distribution of housing centers, and a list of centers with addresses, unit rental information, and operating schedules. (SV)

ED 306 852 HE 022 576

Kelley, Delores G.
Coppin Critical Reading Project of Coppin State College.
American Association of State Colleges and Universities, Washington, D.C.; Coppin State Coll., Baltimore, Md.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 16p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- EH-206989-87
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Programs; College Students; Content Area Reading; *Critical Reading; *Curriculum Enrichment; Evaluation Criteria; Faculty Development; *General Education; Higher Education; Models; Program Descriptions; Questionnaires; State Colleges; Student Development; Textbooks
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Coppin State College MD

The Coppin Critical Reading Project at Coppin State College, Maryland is designed to help undergraduate students to become critical readers across a wide range of disciplines through the introduction of significant texts into the general education curriculum, through analysis of these texts from the perspective of the humanities, and through related faculty development activities. To realize such program outcomes, the project director and eight faculty participants underwent two semesters of faculty development experiences, and integrated readings from several significant texts into eight targeted general education courses. Project activities were spread over five semesters as follows: Spring 1988, weekly seminars analyzing texts explicating major epistemological positions; Summer 1988, seminars analyzing specific texts focusing on argumentative structure, major themes/issues, and literary genres for the purpose of textual analyses; Fall 1988, weekly seminars to share challenges and outcomes of various implementation strategies; Spring 1989, make adjustments in syllabi, negotiate curriculum changes, participate in seminars on sharing strategies and insights, and conduct workshops for Coppin faculty; and Summer 1989, assess project accomplishments, get student reactions, and analyze feedback. Two appendices provide a schedule of internal activities for the summer of 1988 Coppin State College Critical Reading Project and a copy of the student evaluation form. (SM)

ED 306 902 HE 022 627

Gibbs, Leonard E.; And Others

Stimulating Critical Thinking through Faculty Development: Design, Evaluation, and Problems.

American Association of State Colleges and Universities, Washington, D.C.; Wisconsin Univ., Eau Claire.
PUB DATE- 88
NOTE- 24p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; College Faculty; *Critical Thinking; Educational Quality; Excellence in Education; *Faculty Development; Higher Education; Models; Professional Development; Program Descriptions; State Universities; *Teacher Improvement

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of WIsconsin Eau Claire

A faculty development program designed to encourage critical thinking skills across the curriculum at the University of Wisconsin Eau Claire is described in this report. The program's goal was to stimulate faculty to add critical thinking to their pedagogical objectives. Faculty participants attended six 4-hour meetings designed to heighten their awareness and appreciation of critical thinking. They were randomly assigned to a 50-member program group or to a 22-member control group. The six meetings discussed the following: a definition and discussion of critical thinking; the adaptability of different teaching styles to critical thinking; the extent to which participants engaged in critical thinking and pedagogical activities consistent with critical thinking objectives; evaluation of critical thinking behavior; small group discussion of 38 plans made by participants; and sharing lessons learned while implementing the plans. Results indicate the program did not increase scores of faculty participants on the Ennis-Weir Critical Thinking Essay Test. Also, students sampled from classes taught by control and experimental faculty did not differ on posttest measures. Problems faced by such faculty development projects include: different needs among faculty from different disciplines; reluctance of faculty to admit skill deficiencies; and difficulty matching faculty development program and evaluation instruments. Faculty noted that students often resist critical thinking, and critical thinking pedagogy is very time consuming. Contains 14 references. (Author/SM)

ED 306 913 HE 022 638

Lopez-Caples, Minerva

Bilingual Education Programs, Central Washington State Univesity.

American Association of State Colleges and Universities, Washington, D.C.; Central Washington Univ., Ellensburg.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 107p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- G008425168; G008635315
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Asian Americans; *Bilingual Education Programs; Bilingual Teachers; Equal Education; Higher Education; Hispanic Americans; Intercultural Communication; Language; *Limited English Speaking; Linguistics; Majors (Students); *Minority Groups; Models; Program Descriptions; Program Development; State Universities; *Teacher Education Curriculum

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Central Washington University

The Bilingual Education Programs at Central Washington University (CWU) are described in this report. CWU has developed programs for training teachers to deal with Limited English Proficient (LEP) students in both undergraduate and advanced study. Training includes language and linguistics, culture and bicultural education methodology, and development of intercultural communication skills. Minority language students are encouraged to participate to help provide more minority language bilingual teachers for role models. In 1979, CWU instituted a Bilingual Studies major which has been expanded to become the Bilingual Intercultural Education major and minor. The graduate programs have added four areas with bilingual specialization. There are now tenure track positions for bilingual education personnel. Non-minority students are being trained in dealing with linguistic and cultural equity issues in public schools. This program has successfully met its recruitment quotas by insuring that over 50% of its clientele is from minority groups. Some recommendations for a small university wishing to implement such a program with minimal resources include: use existing university and outside resources; get an institutional commitment; and develop close communications with districts with bilingual programs and LEP populations. Three appendixes making up the bulk of the document provide: (1) a description of the various program options available at CWU plus a brief course description; (2) a sample evaluation of the bilingual education graduate studies program; and (3) a site visit report by a federal official. (SM)

Platte, James P., Ed.
The Status and Prospects of Library/Learning Resource Centers at Michigan Community Colleges.
Michigan Community Coll. Association, Lansing.
PUB DATE- Nov 88
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Libraries; Community Colleges; Educational Media; *Learning Resources Centers; *Library Collections; Library Equipment; Library Expenditures; *Library Personnel; Library Research; *Library Services; Resource Allocation; State Surveys; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Michigan

In 1986, a study was conducted to examine the status of the libraries and learning resource centers (LRC's) at Michigan community colleges. A questionnaire was used to gather background on the colleges, and information on the types and scope of services provided by the libraries/LRC's, their organizational structure, resource allocation, and key issues and trends in resources and services. In addition, the study inventoried learning resources and gathered data on their use. Study findings, based on responses from 29 library/LRC directors, included the following: (1) all of the libraries/LRCs provided traditional reference, research, and bibliographic support to students and faculty; (2) 15 colleges reported involvement in the production of audio, video, graphics, and photographic products; (3) six provided learning lab instruction and supervision, and six offered tutorial services; (4) 23 circulated books to the community; (5) two-thirds were involved in some form of television-supported instruction; (6) one-half reported that their collections increased between 20% and 60% from 1978 to 1986, however, circulation figures per student remained almost identical; (7) overall, the total number of circulation transactions for all print and nonprint materials and equipment decreased by 12.6% for the same period; (8) the number of full-time professionals staffing the libraries/RCs decreased from 327 in 1978 to 297 in 1986, while part-time employment was up 80%; and (9) general operating budgets increased 68% over 1978 budgets. The survey instrument is appended. (AYC)

ED 307 018 PS 017 652

Hearing on H.R. 3660, The Act for Better Child Care Service. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 25 Feb 88
NOTE- 306p.; Serial No. 100-74. Contains some pages of small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-04760-3, $9.50).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; Early Childhood Education; Federal Government; *Federal Legislation; Government Role; Grants; Hearings
IDENTIFIERS- *Child Care Legislation; Congress 100th; Proposed

Legislation

A hearing was held to consider H.R. 3660, the Act for Better Child Care Services. The Act authorizes $2.5 billion for a voluntary program of matching grants to states to assist low- and moderate-income families with their child care costs. Funding is also allotted for related activities designed to promote the availability, affordability, and quality of child care services. Testimony provides a rationale for the Act, and articulates desired changes in the Bill. Organizations supporting the proposed legislation include the Children's Defense Fund, AFL-CIO, National Education Association, National Council of Churches, American Academy of Pediatrics, Association of Junior Leagues, American Federation of State, County and Municipal Employees, National Council of State Human Service Administrators, National Black Child Development Institute, Communications Workers of America, National League of Cities, National Council of Jewish Women, United Methodist Church, Young Women's Christian Association, National Council of Negro Women, Child Welfare League, National Women's Law Center, National Federation of Business and Professional Women's Clubs, American Association of University Women, Child Care Action Campaign, and American Jewish Committee. (RH)

ED 307 033 PS 017 954

Bowen, Jeffrey M.; And Others

Educating Homeless Children and Youth: A Policy Analysis.

PUB DATE- Mar 89
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; Bureaucracy; Case Studies; Children; Data Collection; *Delivery Systems; *Educational Policy; Federal Legislation; *Homeless People; *Program Improvement; *Social Services; *State Programs
IDENTIFIERS- Legislative History; New York; Stewart B McKinney Homeless Assistance Act 1987

Policies and problems of education for the homeless are discussed. The analysis is organized in four main sections. The first describes trends, dimensions, and difficulties of homelessness among children and youth. This section is based on various reports, especially those required by federal legislation. The second section reports and interprets results of a national survey of state policies and plans that stem from federal obligations established under the Stewart B. McKinney Homeless Assistance Act of 1987. The third section presents a New York State case study; a history of issues and problems relating to public education of the homeless, and legislative and regulatory solutions to those problems. The fourth section offers recommendations for policy development and study. Materials related to the national survey, including the cover letter and the status of states' responses to the survey, are appended. Approximately 30 references are cited. (RH)

ED 307 102 RC 017 163

Howley, Craig B.; And Others
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 85p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25314 ($6.00).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - General (050) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Databases; Information Centers; *Information Retrieval; Information Sources; *Parent Materials; Reference Materials; Research Methodology; Research Skills; Research Tools
IDENTIFIERS- *ERIC

This guide explains what the Educational Resources Information Center (ERIC) database is and how it can be used by parents to learn more about schooling and parenting. The guide also presents descriptions of 55 articles and documents that can be obtained through ERIC. The cited resources are particularly relevant to parents' concerns about meeting children's basic needs, communicating with school staff, helping students learn, and serving as an advisor or advocate. In addition, the guide provides a separate category of ERIC resources for Spanish-speaking parents. For parents with the necessary energy and academic skills, searching the ERIC database will provide information on selected topics. One chapter describes in detail a manual ERIC search. The guide also discusses the theory of computer searching with CD-ROM (compact disc, read-only memory) and lists prerequisite computer skills. Separate sections of the guide examine ERIC digests, ERIC resumes, the ERIC system, ordering ERIC documents, the range of information about parents in the ERIC database, and the tools for manual or computer searching (such as the Thesaurus of ERIC Descriptors, ERIC indexes and compact disks). ERIC clearinghouses and institutions with complete ERIC collections are listed. (DHP)

ED 306 766 FL 017 957

Jacobs, George; Zhang, Shuqiang
Peer Feedback in Second Language Writing Instruction: Boon or Bane?

PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; English (Second Language); *Error Analysis (Language); Higher Education; *Instructional Effectiveness; *Peer Evaluation; Second Language Instruction; *Student Attitudes; *Writing Instruction
IDENTIFIERS- *Error Correction (Language)

Two studies investigated three questions: (1) Do second language learners provide mostly faulty feedback to their peers in evaluating written composition? (2) Is peer feedback more or less effective than teacher correction? and (3) Do second language learners welcome or resist peer feedback? The studies were done in Thailand and Hawaii with college students of English as a Second Language In the first study, a small group (n=18) of students evaluated each other's composition drafts. Corrections and indications of uncertainty were analyzed, and results showed relatively little miscorrection. These results parallel the findings in previous research on peer oral correction. The second study required 81 students at three proficiency levels to write compare-and-contrast essays on selected topics. The essays were evaluated by teachers, peer readers, or the student writers themselves. Students were surveyed concerning their feelings about the feedback types. Results indicate that the type of corrective feedback did not affect informational or rhetorical accuracy, but teacher and peer feedback was found to be more effective for grammatical accuracy. Subjects strongly preferred teacher feedback. (MSE)

ED 306 938 IR 013 684

Kirkup, Gill
Career-Wise: a Fresh Start in Technology...Women Tell Their Stories.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Careers; Distance Education; Educational Attainment; *Educational Opportunities; Engineering Education; Family Involvement; *Females; Foreign Countries; *Nontraditional Occupations; *Nontraditional Students; Open Universities; Technical Education
IDENTIFIERS- Open University (Great Britain)

This career booklet presents nine short biographies of women who began studying as mature students--after working or staying at home with their families--and were able to develop new careers in the less traditional female areas of work in technology and engineering. Aimed at women in their 30s and 40s, the booklet illustrates ways in which women can take advantage of opportunities for retraining and new work, and encourages women who want to develop a technical career to do so. It is noted that the Open University technology faculty has been working to increase the proportion of women students in science and technology, and to encourage women to consider retraining with technological careers in mind, either through the Open University or other educational organizations. (CGD)

ED 306 967 JC 880 600

Starnes, Paul M.; Johnson, Berman E.

Educational Initiatives for Industrial Development in Georgia.

PUB DATE- Feb 88
NOTE- 7p.; In: Engineering and Economic Development: A Critical Linkage. Proceedings of the College Industry Education Conference of the American Society for Engineering Education (San Diego, CA, February 8-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; Curriculum Development; *Economic Development; *Engineering Education; Engineering Technology; Pilot Projects; Program Development; Program Effectiveness; Research and Development Centers; *School Business Relationship; State Boards of Education; State Programs; Statewide Planning; *Technical Education; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Georgia

Georgia's two-year technical institutes have played a prominant role in linking education with industry. Five major interrelated efforts have worked to transform the state from an agrarian economy to one utilizing advanced technologies. The first of these, the Quick-Start Program, offers state-paid services, such as consultation, employee recruitment, pre-employment screening, and on-the-job training, to new or expanding industries. Second, the Advanced Technology Development Center of the Georgia Institute of Technology serves as a business incubator for new companies, reduces business risks for advanced technology companies, and links the creation of new jobs to entrepreneurial innovation. Third, a study was conducted to define directions and strategies to meet advanced technology training needs at two-year colleges and to assist technical institutes in serving new industry attracted to the state. Fourth, a standard engineering technology curriculum was created for six pilot technical institutes to offer an Associate Degree in Applied Technology on a trial basis. Finally, the State Board of Postsecondary Vocational Education was created as a separate government agency to oversee engineering technology education and the role of postsecondary education in industrial development. These initiatives have had a signficant impact on initial plant operations; the development of a pool of paraprofessionals with adaptable skills for advanced technologies; and research and development. (AAZC)

ED 307 064 PS 018 020

Vespo, Jo Ellen
Preschoolers' Differential Behavior towards Best Friends, Associates, and Acquaintances.

SPONS. AGENCY- Sigma XI, The Scientific Research Society.
PUB DATE- 5 Jun 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; Cognitive Ability; Friendship; *Group Dynamics; *Interpersonal Relationship; *Peer Relationship; *Preschool Children; Preschool Education; Pretend Play; *Social Behavior

In a study that aimed to distinguish three levels of peer relationship and assess behavior at the three levels, a within-subjects design was used to investigate target preschool children's behavior toward their best friends, associates, and acquaintances in preschool classes. For 6 weeks, 22 target children in 7 classes were observed while they interacted with peers during free play. Comparisons on measures of significant social behaviors revealed that types of relationships were qualitatively distinct. Target children interacted most often wih best friends, and more often with associates than with acquaintances. As level of association increased, self-disclosures increased and disagreements decreased. Fantasy play, a group activity, was engaged in equally often with best friends and associates, but rarely with acquaintances. These results are consistent with the theory that children have a process view of relationships and selectively choose behaviors within the context of preferred relationships that serve to maintain those particular relationships over time. Over 30 references are cited. (Author/RH)

Capper, Colleen A.
The Squeaky Wheel of Policy Implementation: Poor Children with Disabilities and Disadvantaged School Districts.
PUB DATE- 18 Feb 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Case Studies; Child Advocacy; *Disadvantaged Schools; Disadvantaged Youth; Educational Policy; Educational Research; Elementary Secondary Education; Parent Influence; *Rural Education; School Districts; *Severe Disabilities; *Special Education; *State School District Relationship; *Student School Relationship
IDENTIFIERS- *Policy Implementation

The squeaky wheel method of policy implementation takes place when policy mandates are not implemented by need, but by the kind and amount of external influence mobilized on behalf of policy recipients. Case studies of three rural students with severe disabilities demonstrated that the services each child received were dependent on the strength of the child's external support. External support that shaped implementation of special education policy included child advocates, preschool services, and parents, and such support usually benefited only the target child. Similarly, rural disadvantaged school districts with little influence at the state level often fail to receive the resources and support needed to implement special education policy. Struggling financially, the poor school district may choose to underidentify disabled students and to cut services where it can. Thus, the implementation process at the microlevel (that is, the process negotiated between student and school district) reflects the larger, more systemic implementation process negotiated between the state education department and the local district. Disadvantaged school districts may benefit from an advocate to provide a stronger voice at the state level. This report contains 10 references and a table outlining parallels between systemic and microlevel barriers to implementation. (SV)

Ernest, Paul, Ed.
Mathematics Teaching: The State of the Art.
REPORT NO.- ISBN-1-85000-461-7

PUB DATE- 89
NOTE- 277p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis, Inc., 1900 Frost Rd., Suite 101, Bristol, PA 19007 ($25.00 paperback--ISBN-1-85000-461-7; $49.00 hardcover--ISBN-1-85000-460-9).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Elementary School Mathematics; Females; Foreign Countries; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Tests; Secondary School Mathematics; *Social Influences
IDENTIFIERS- Constructivism; Mathematics Education Research; United Kingdom

This book which treats the central issues facing mathematics teaching today, provides both a picture of current practice and innovation and a state of the art review of research in mathematics education. The first section, "Innovations," provides an overview of new technologies, new forms of assessment, and new curriculum developments. The second section, "New Research Perspectives," discusses aspects of the primary and secondary mathematics curriculum, a critical examination of some of the sacred cows of mathematics teaching, and the constructivist view of the learning of mathematics applied to the teaching and assessment of mathematics understanding. The final section, "The Social Context" of mathematics teaching, includes discussions of the issue of gender and mathematics, the implicit social and political values of mathematics and mathematics education, multicultural and anti-racist aspects of mathematics teaching, and the mathematics teacher. (YP)

ED 306 781 HE 022 430

A Study of Academic Program Contracts With Independent Postsecondary Institutions. Report and Recommendations of the Postsecondary Education Commission. 1989, Report 5.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 16 Feb 89
NOTE- 98p.; Prepared in response to specific appropriations 523 through 527 of the 1988 General Appropriations Act (Chapter 88-555, Laws of Florida).
AVAILABLE FROM- Florida State Postsecondary Education Planning Commission, 304 Knott Building, Department of Education, Tallahassee, FL 32301.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; *Contracts; Educational Assessment; Educational Planning; *Financial Support; Higher Education; Needs Assessment; Private Colleges; *State Aid; State Boards of Education; State Surveys; Statewide Planning
IDENTIFIERS- *Florida

Information is presented on a review by the Florida State Postsecondary Education Planning Commission of current policies and procedures related to Florida's State Board of Education academic contracts with independent postsecondary institutions. It examines issues on funding, identification of areas of need, evaluation of program quality, and procedures for reevaluating existing contracts. Four sections focus on: (1) academic program contracts subject to the Commission's review; (2) state-supported projects at independent postsecondary institutions not reviewed by the Commission; (3) contacting efforts in other states; and (4) issues and recommendations (academic program contracts under the Commission's review, contracts outside its review, and auditing state-supported contracts at independent institutions). Twelve recommendations include: the criteria currently considered by the Commission in the assessment of program quality should continue to be utilized; by statute, a 5-year comprehensive evaluation of each contract program should continue to be conducted by the Department of Education and Commission with the use of an out-of-state consultant; and the state should continue to fund academic program contracts on the basis of tuition differential per credit hour for programs at the bachelor's and master's degree levels. When compared to other states, Florida is considered the leader in funding state supported academic program contracts in independent institutions. Appended are statutes and rules related to academic program contracts, a consultant's suggestions for improvement, and the Board of Regents report on academic program contracts. (SM)

ED 306 805 HE 022 466

Austin, C. Grey
Report on Honors Programs at the University of Arizona, Arizona State University and Northern Arizona University.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 31p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); *Advanced Placement; College Students; Competition; Educational Quality; Efficiency; Excellence in Education; Higher Education; *Honors Curriculum; Honor Societies; Independent Study; Public Colleges; *State Universities; Undergraduate Study
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

A study of the quality of undergraduate education at Arizona's three public universities is presented as a working paper in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. The honors programs at each university are reviewed and evaluated, with recommendations made for improving the delivery of educational services to gifted and talented students. The rationale and objectives for such programs are discussed, and their characteristics are noted. Supplemental programs for honors students are listed, including honors semester abroad, "inter nos," honors forum, undergraduate research program and forum speaker series, scholarship program, honors student association, pre-college program for gifted and talented students, honors awards, honors program privileges, and community of scholars. The University of Arizona, Arizona State University, and Northern Arizona University are evaluated, and recommendations are made according to curriculum, advising, admission and retention, size of the program, facilities, administration, staffing, budget, recruitment, planning, and organization. Appendices include information on: the review of the honors program, University of Arizona, March 28 and 29, 1988; the review of the honors program, Arizona State University, March 29, 30, and 31, 1988; and the review of the honors program, Northern Arizona University, April 1, 1988. (SM)

ED 306 841 HE 022 565

Batsche, Catherine
Undergraduate Writing Program. Illinois State University.
American Association of State Colleges and Universities, Washington, D.C.; Illinois State Univ., Normal.
PUB DATE- 2 Apr 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 566-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Freshmen; College Students; Freshman Composition; Higher Education; Microcomputers; Models; Program Descriptions; State Universities; Student Placement; Undergraduate Study; Writing (Composition); *Writing Across the Curriculum; *Writing Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Illinois State University

This report focuses on the state-supported Undergraduate Writing Program at Illinois State University (ISU). Several innovations have contributed to the expansion and improvement of ISU's Undergraduate Writing Program, whose key components are: the Writing-across-the-Curriculum Program in the College of Arts and Sciences; the use of microcomputers to enhance freshman writing courses; and the Writing Placement Exam, tutorial-intensive sections of Language and Composition I, and the University Writing Exam. The objectives of the undergraduate writing course include improvement of the quality of undergraduate writing skills at ISU, working together with area high schools and community colleges in improving the learning and teaching of writing skills throughout Illinois, and the dissemination of model curricular strategies and materials, research findings, and methods of assessing writing skills. Evidence of program effectiveness includes the following: incorporating writing into the study of other disciplines makes students active participants in the learning process; the use of microcomputers improves the productivity, attendance, and punctuality of students; and the effects of implementing the Writing Placement Exam reach far beyond simply identifying those students who need improvement in writing and supplying them with intensive tutoring to an alteration of instructors' evaluation perspectives. (SM)

ED 306 865 HE 022 589

Berry, Michael
Grad*Star (A Women's Educational Equity Act Program).
American Association of State Colleges and Universities, Washington, D.C.; Northern Kentucky Univ., Highland Heights.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 88
NOTE- 29p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged Environment; *Dropout Prevention; Females; *Guidance Programs; Higher Education; High School Graduates; *High School Students; Intervention; Mentors; Models; *Outreach Programs; Peer Teaching; Poverty; Program Descriptions; School Holding Power; State Universities; *Student Attrition; Student Personnel Services
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Grad Star Program; Kentucky; *Northern Kentucky University; University of Kentucky

This report discusses the proposed Grad*Star Program (a Women's Educational Equity Act Program) to deal with the extremely serious dropout program in Northern Kentucky. Housed at the University of Kentucky, it examines such factors as poor economic conditions, large numbers of women and households headed by women that exist below the poverty level, Appalachian fatalism, ineffective role models, and high absenteeism. It works with about 50 potential dropouts (two-thirds female) at Covington Holmes and Newport High Schools, addressing these issues. They will be offered the following: motivational and personal counseling to set career goals; economic opportunities for jobs in which their pay is based particularly on academic achievement; academic tutoring from peers; child care if needed; positive role models from volunteer mentors; referral to social agencies if necessary; and encouragement to make postsecondary plans through help from various agencies. (Author/SM)

ED 306 878 HE 022 602

Puglisi, J. Thomas
An Undergraduate, Interdisciplinary Program in Gerontology.
American Association of State Colleges and Universities, Washington, D.C.; North Carolina Univ., Charlotte.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Oct 87
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; College Faculty; *College Programs; *Curriculum Development; *Faculty Development; *Gerontology; Higher Education; *Interdisciplinary Approach; Majors (Students); Models; Program Descriptions; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of North Carolina Charlotte

The program development project described in this report was undertaken at the University of North Carolina at Charlotte to develop faculty expertise and experience in undergraduate teaching in gerontology and to lay the foundation for an interdisciplinary, undergraduate minor in gerontology. Three core courses for the minor in gerontology were developed, and five faculty received experience in teaching these courses. In addition, eight faculty members were given the opportunity to develop gerontology courses specific to their own disciplines, to be taught through their home departments. Finally, a series of six faculty development colloquium seminars were conducted to stimulate interest in aging among faculty and students. The interdisciplinary minor in gerontology was formally implemented as an official university program. The program was also evaluated by an external consultants, and courses were evaluated. The program is considered successful and cost-effective. (KM)

Cannon, Lynn Weber
Research Clearinghouse and Curriculum Integration Project on Women of Color and Southern Women.
American Association of State Colleges and Universities, Washington, D.C.; Memphis State Univ., Tenn.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 88
NOTE- 194p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographic Databases; *Black Students; Clearinghouses; *College Curriculum; Curriculum Development; Faculty Development; *Females; Feminism; Higher Education; *Information Dissemination; Models; Program Descriptions; State Universities; Womens Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Memphis State University TN; United States (South)

A clearinghouse and curriculum project at Memphis State University is described in this report. Aimed to facilitate the integration of women of color and Southern women into the college curriculum, this program was designed to increase access to the new scholarship on these groups; to work with faculty to develop a new vision of the curriculum; and to devise techniques to shape classroom dynamics to facilitate learning. The program involved the following activities: (1) development of a research clearinghouse, including an online database of bibliographic citations on the latest social science research on women of color and Southern women and a newsletter; (2) workshops for faculty and students on curriculum change (reaching about 150 faculty locally and nationally); and (3) seminars (monthly, for faculty, to discuss issues of content and pedagogy).

Results of the program are discussed in terms of publications, curricula developed, presentations and workshops. Appended are research clearinghouse documentation; a bibliography ("Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988"); selected bibliographies and curriculum publications; sample newsletters; and electronic bulletin board documentation. (KM)

ED 306 953   IR 013 836

Coovert, Michael D.; And Others
Modeling Human-Computer Decision Making with Covariance Structure Analysis.
PUB DATE- Aug 88
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Decision Making; Hypothesis Testing; Intelligence; *Interaction; *Man Machine Systems; *Models; *Problem Solving; Statistical Analysis; Users (Information)
IDENTIFIERS- *Naval Training Systems Center

Arguing that sufficient theory exists about the interplay between human information processing, computer systems, and the demands of various tasks to construct useful theories of human-computer interaction, this study presents a structural model of human-computer interaction and reports the results of various statistical analyses of this model. Male and female subjects (N=109) were asked to complete the numerical, spatial, and logical subscales of the California Test of Mental Maturity (CTMM), which represented measurable variables, and their total scores were used to indicate various latent variables of the model, including decision time and errors. Upon completing the CTMM, subjects solved a variety of problems presented via computer, i.e., locating a number, interpolation, forecasting, and trend analysis. Mean problem-solving times for each of the four problem types were used as indicators of the decision time latent variable, and the average number of errors for each of the four problem types served as indicators of the errors latent variable. A correlation matrix of the measured variables was computed and analyzed with LISREL VI. A sub-model of the primary model of human-computer interactions was used to assess the relationship between various measures of intelligence and problem-solving behavior. Statistical tests--chi-square, goodness-of-fit index, rho, and the root mean square residual--were used to test the hypothesis that the model was plausible for explaining the relationships that existed in the data. Chi-square for the model indicated that the model did not fit the data. However, a final model presented in the study fit quite nicely according to both inferential and descriptive tests. Three researcher biographies and three figures--a causal user model, the structural model that was tested, and the final causal model--are included. (4 references) (CGD)

ED 306 993 JC 890 239

Somers, Robert L.
Causes of Marginal Performance by Developmental Students. Telementoring Project Study Guide Number Six.
Appalachian State Univ., Boone, NC. National Center for Developmental Education.
PUB DATE- 88
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Failure; *Cognitive Style; College Students; Critical Thinking; Higher Education; Knowledge Level; *Learning Disabilities; *Learning Problems; Locus of Control; Reading Skills; *Remedial Instruction; Remedial Teachers; Teaching Methods; Teaching Styles

Designed for developmental educators involved in a Telementoring Project, this instructional unit identifies common causes of poor academic performance by students enrolled in developmental programs. The sections of the unit address: (1) students' lack of personal and/or academic autonomy in terms of expected success, locus of control, and interventions for strengthening internal locus of control; (2) mismatched styles of learning and teaching; (3) reading and vocabulary deficiencies and instructional techniques that can help students overcome them; (4) negative attitudes toward education and the ways in which educational policies can reinforce them; (5) deficiencies in critical thinking/reasoning skills and general knowledge, and the problems of "mispreparedness" and "underpreparedness"; and (6) learning disabilities. In addition to discussing the problem, each section examines relevant instructional techniques and provides a bibliography. A list of discussion questions concludes the unit. Appendixes provide an annotated bibliography of ERIC materials and relevant journal articles. (AYC)

ED 307 006 JC 890 252

Creating an Alternative General Education Core Curriculum.

Johnson County Community Coll., Overland Park, Kans.

PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Core Curriculum; Course Descriptions; *Curriculum Development; Educational Objectives; *General Education; Integrated Curriculum; Policy Formation; Teacher Participation; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

A description is provided of Johnson County Community College's (JCCC) efforts to reform its general education curriculum. After noting the objectives of the nationwide reform movement, an introductory section discusses the college's replacement of a free elective system with distribution requirements, the development by the General Education Committee of an Aims of General Education statement to guide curriculum development, and initial steps in the creation of a core curriculum. The task of administering the core curriculum development fell to the General Education Subcommittee, and the next section traces the deliberations of this body over what form of core to specify. This section presents the subcommittee's recommendations concerning a non-mandated core curriculum, suggesting the creation of foundational courses in Communication Skills, Quantification and Symbolic Analysis, Natural Sciences, Social Sciences, and Humanities; and three courses designed to improve students' awareness of technological advances, contemporary cultures, and healthy lifestyles, and one course conducted as a seminar that would focus on current issues. Next, the collaborative process used in course development is explained, and the resulting core curriculum is presented. Brief descriptions are provided for each of the courses that fulfill foundational and special focus requirements. The final section underscores the place of the core curriculum as an alternative to rather than as a replacement for the distribution elective requirements, and reviews the aims of general education at JCCC. Appendixes include the charge to the general education core curriculum developers, principles for the identification of general education courses, the

Aims of General Education statement, and a statement on the implications of general education for the core curriculum. (JMC)

ED 307 049 PS 017 998

Warm, Rochelle
Improving Stress-Related Behavioral Indicators in the Preschool Classroom through Prevention and Intervention.
PUB DATE- 89
NOTE- 68p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Problems; *Bibliotherapy; Coping; Day Care; Early Childhood Education; Humanistic Education; Inservice Teacher Education; *Preschool Children; Program Effectiveness; *Stress Management; *Stress Variables
IDENTIFIERS- *Developing Understanding of Self and Others

The director of a child care facility implemented a practicum designed to assist preschool children with coping strategies. Of a class of 26 children, 8 males and 5 females were physically aggressive; 9 males and 5 females were verbally aggressive; and several children were antisocial, or exhibited withdrawal, disturbed, or immature behaviors. The primary goal of the intervention was to reduce behavioral indicators of stress in the classroom. A three-phase solution strategy was attempted. Intervention included the use of bibliotherapy involving parents and their children, in-service workshops that familiarized teachers with stress management techniques, and implementation of the Developing Understanding of Self and Others (DUSO) affective education curriculum. Practicum evaluation data indicated positive outcomes. Children began to request the DUSO program on a daily basis and continued to request it after the intervention. Related materials are provided in 13 appendices containing statistical graphs, survey and evaluation forms and a sample of the weekly log. (RH)

ED 307 091 RC 017 091

Robb, Gary M., Ed.
The Bradford Papers Annual, Volume III, 1988.
Indiana Univ., Bloomington. Dept. of Recreation and Park Administration.
PUB DATE- Oct 88
NOTE- 84p.; For 1987 papers, see RC 017 001.
AVAILABLE FROM- Bradford Woods, 5040 State Road 67 North, Martinsville, IN 46151 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adventure Education; *Experiential Learning; *Leadership; *Outdoor Education; *Recreational Activities; Recreational Programs; Therapeutic Recreation

This annual collection promotes scholarly writing, applied research findings, and innovative programs and activities in experiential education. Topics of the 1988 papers include (1) "Gender Issues in Outdoor Adventure Programming" (Natalie L. Bartley and Daniel R. Williams) about the effects of outdoor leaders' gender, personality, soft skills training, and leadership styles on student outcomes on a 23-day Outward Bound mountain course; (2) "Enhancing Mixed-Gender Programming" by (Cheryl Estes and Alan Ewert) about the effects of student gender on expectations, communication, motivation, perceptions, and attributions for success in experiential and adventure programs; (3) "Live Simply that Others May Simply Live" (Almut Beringer) about the rationale and applicability of the "voluntary simplicity" lifestyle in a residential camp setting; (4) "Adventure Education for People Who Have Disabilities" (Deborah Sugarman), a review of the literature on adventure education programs for people with physical, cognitive, or psychological disabilities; (5) "Agreement Reached on Outdoor Leadership Certification" (Simon Priest) on the opinions of 169 experts from 5 English-speaking countries on the pros and cons of outdoor leadership certification; (6) "Outdoor Recreation-the Holistic Leisure Pursuit" (Phyllis Ford) the view that outdoor recreation is a holistic approach to the leisure experience, encompassing every form of recreation; (7) "Ethics for Adventure Programming" (Thomas E. Smith) on four potential strategies for developing ethical awareness in adventure programming; and (8) "Experimental Challenge Program Development in the Mental Health Setting" (Christopher C. Roland, Thomas Keene, Michael Dubois, and Joseph Lentini) on the development of an experiential challenge program in a mental health setting. Each article is accompanied by an abstract, key words, and a reference list. (SV)

ED 306 793 HE 022 454

Cotera, Augustus S.
Academic Preparation of High School Students in Arizona: Mean National Curve Equivalent Scores (NCE) Stanford Achievement Test (SAT), 1986-1987.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 46p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Access to Education; American Indians; Asian Americans; Blacks; Comparative Analysis; Competition; *Educational Planning; Educational Quality; Efficiency; Excellence in Education; Family Influence; Higher Education; *High School Students; Hispanic Americans; *Minority Groups; Peer Influence; Public Colleges; State Colleges
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; National Curve Equivalent Scores; Northern Arizona University; Stanford Achievement Tests; University of Arizona

An analysis of the performance of minority students in Arizona (Black, Hispanic, Native American, and Asian) is presented as one working paper in the final report by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Data are included for the White majority for comparison purposes. School districts are grouped in intervals of 20% minority student population, and the mean National Curve Equivalent (NCE) scores in reading comprehension, total mathematics, and total language are compared between ethnic groups, between schools, and between districts. Statistics show the following: Black and Asian students in the 99 school districts of Arizona are enrolled in districts with 0% to 20% Black or Asian students; Asian and White students score higher than the other three groups in all areas, and the mean scores do not differ significantly between years; Asian students perform as well as or better than White students; and the performance on the Stanford Achievement Test (SAT) decreases in direct relation to the increase in percentage of Hispanic students in the districts. Appended are data on the following: mean NCE for each ethnic group in all districts; mean NCE and standard deviation by ethnicity in all districts for 12th grade students, 1986 and 1987; mean NCE and standard deviation for Phoenix Union High School district schools; mean NCE for schools with large ethnic enrollments, 12th grade, 1987; and mean NCE by primary home language. (SM)

ED 306 817 HE 022 478

Davis, George H.
How Should Universities Respond to the Imperative, "Professors Should Spend More Time Teaching and Less Time on Research!"
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 11p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alumni; College Faculty; Competition; *Educational Quality; Efficiency; Excellence in Education; Graduate Surveys; Higher Education; Participant Satisfaction; Public Colleges; Research; *Research Universities; *State Universities; Student

Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Evaluation; Teaching (Occupation); Undergraduate Study
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

A working paper in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this study provides information on the debate about "research versus teaching" in the modern American university and, specifically, in Arizona's three universities. The Arizona universities' alumni survey, conducted by the EEC Task Force Staff, solicited facts on background, education, and employment history and sought opinions on the quality and impact of the college experience. There were great differences between the impressions of Northern Arizona University (NAU) alumni of their undergraduate experience and those of University of Arizona (UA) and Arizona State University (ASU) alumni. NAU undergraduate alumni appreciated small class size and personal attention and thought the effort of the teachers was exceptional. UA undergraduate alumni felt that faculty were extremely uneven and professors should spend more time teaching. ASU alumni said professors do not care about their students. The mission factor is discussed, and issues peculiar to Arizona are noted. Other subjects presented are: scholarship and stewardship of human knowledge; role of the teacher; university instruction; the ideal world; research versus teaching; the best that research universities have to offer to undergraduate students; the value of research-oriented faculty; the value of graduate students; and the value of modern equipment. Since good research and good teaching go hand in hand, undergraduate students must have rich experiences in the classroom and labs. This means each faculty member, department, college, and university must define the optimum balance between teaching and research. (SM)

ED 306 829 HE 022 491

A Review of the Purpose and Scope Statements of the Task Force on Excellence, Efficiency and Competitiveness of the Arizona Board of Regents.

Arizona Board of Regents, Phoenix.; AVA, Inc., Denver, CO.; Coopers & Lybrand, New York, N.Y.

PUB DATE- 24 Sep 87
NOTE- 57p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Blue Ribbon Commissions; Competition; *Educational Quality; Efficiency; Excellence in Education; Higher Education; *Mission Statements; Policy Formation; Public Colleges; *State Universities; *Statewide Planning
IDENTIFIERS- Arizona; Arizona State University; *Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document presents a review, designed to raise questions, of the Task Force's purpose and scope statements. The primary portion of the study was a series of interviews with 105 Arizonans (holding key positions in the state) over a 3-week time period. Information was solicited on their perceptions of the strengths and weaknesses in the university system, and the future of Arizona and the universities' capacity to contribute to economic, intellectual, and cultural development. Also examined were overall statistical data on the state's economy and demography, institutional trends, and comparisons with other institutions. Issues noted are: the future; strategic planning, roles, and missions; educational quality; research; access; funding; and management efficiency. A recommended purpose and scope statement for the Task Force is presented, noting that its work should include: a review of statutory, regulatory, and procedural requirements; and an assessment of current strategic planning processes within each university and university system. An implementation plan and recommended program of work includes: the Task Force work completion by July 1988; programmed Task Force meetings to make effective use of members' time; and, because the Arizona Legislature convenes January 1988, placing a premium on completing those activities that have significant legislative implications. (SM)

ED 306 853 HE 022 577

Buxbaum, Joan
Innovation Grant To Develop a Unique Rehabilitation Curriculum To Train Rehabilitation Counseling Master's Students in Alcoholism Counseling To Work with Multidisabled Alcohol Abusers.
American Association of State Colleges and Universities, Washington, D.C.; City Univ. of New York, N.Y. Hunter Coll.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- G6008720200
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *Curriculum Development; Drug Addiction; *Drug Rehabilitation; Higher Education; Masters Degrees; Models; *Multiple Disabilities; Outreach Programs; Professional Education; Program Descriptions; *Rehabilitation Counseling; State Colleges
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *City University of New York Hunter College

This report describes the rehabilitation curriculum of Hunter College (New York). The curriculum is designed to educate and train qualified Master's level students, the majority of whom are minority, disabled, or working women, to become professional rehabilitation counselors for multidisabled alcohol abusers. Individuals with this unique skill will fill the gap between rehabilitation agencies serving the disabled and those serving alcoholics. A number of studies have found that alcohol dependency is as prevalent among the disabled as among the general population. Many disabled persons are excluded from the services of professional chemical dependency agencies by such obstacles as a lack of wheelchair access and interpretive services for the deaf. Also, they may encounter negative attitudes on the part of alcoholism counselors who may be ignorant of the psychosocial aspects of various disabilities. Expected outcomes of this project include the following: graduating students will bring to any position in the rehabilitation field a sensitivity to this subject; graduates will be eligible to take the New York State credentialing examination for alcoholism counselors and the Certified Rehabilitation Counselor examination for which all graduating students are eligible; a core of audiovisual materials will have been developed; and the curriculum can act as a model for other rehabilitation training programs. Contains 6 references. (SM)

ED 306 903 HE 022 628

Hickrod, G. Alan Karnes-Wallis; Ward, James Gordon
Measuring and Monitoring Equity, Adequacy and Efficiency in the K-12 School Districts in Illinois: A Five-Year Agenda. MacArthur/Spencer Project.
American Association of State Colleges and Universities, Washington, D.C.; Illinois State Univ., Normal.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 9 Dec 88
NOTE- 23p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Also sponsored by the Lyle Spencer Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; *Educational Policy; Educational Quality; Efficiency; *Elementary Secondary Education; Financial Support; Higher Education; Models; Policy Formation; Program Descriptions; *Public Schools; Research; State Programs; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Illinois; *Illinois State University

Discussed in this report is the MacArthur/Spencer Special Project on Educational Finance conducted on the campuses of the Illinois State University. This 5-year research effort is designed to conduct research into equity, adequacy, and efficiency aspects of educational finance in Illinois. When possible, conclusions and generalizations are applicable to other states, but the primary responsibility is to provide empirical research for policy makers within Illinois. Information from the project is sent to all 50 states and several foreign countries, and a special distribution is made to members of the Illinois General Assembly. The project has produced a series of eight monographs, and many more are in progress. It has utilized the services of 14 faculty, staff, graduate students, and consultants. Fifteen doctoral dissertations have arisen tangentially from the major research thrust. Some public service activities have taken place in the pursuit of the goals of the project. The following are appended: abstracts of the MacArthur/Spencer Series on Illinois Educational Finance; a research agenda; a list of doctoral dissertations; a list of the members of the advisory committee; minutes of an advisory committee meeting; and information on studies under subcontract or in progress. (Author/SM)

ED 306 914 HE 022 639

Secondary Education Transition Model.

American Association of State Colleges and Universities, Washington, D.C.; Colorado State Univ., Ft. Collins.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 78p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- G00873015088

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Involvement; Educationally Disadvantaged; Higher Education; High Risk Students; *Individualized Education Programs; Models; Program Descriptions; Secondary Education; *Severe Disabilities; State Programs; State Universities; Statewide Planning; *Transitional Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Colorado State University Fort Collins; Independent Living

The Secondary Education Transition Model project at Colorado State University-Fort Collins represents a local and state commitment to serve students with severe handicaps who are moving into community work and living roles. These comprehensive transition services begin at the secondary education level and extend into the adult service system. The six major components of the 3-year project are: community-wide transition planning leading to development of a model; preparation of local transition teams comprised of existing education and service personnel; preparation of related service and education personnel at the preservice level; implementation of transition services leading to community employment and independent living outcomes; project dissemination and replication; and on-going evaluation. To date, students involved in this project have not graduated from school, so no conclusions can be drawn. However, it is apparent that adding the transition component with interagency collaboration is enriching the individual student planning process. Appendices include: a Core Transition Team Position description; Individualized Education Transition Planning (IETP) and IEP/ITP formats, forms, and timelines; an IETP and IEP/ITP meeting evaluation form; and an assessment tool. Charts are included. Contains 13 references. (SM)

Cutright, Patricia J.; Edvalson, Terry

Online Reference and Document Delivery Service Library Network.

American Association of State Colleges and Universities, Washington, D.C.; Eastern Oregon Coll., La Grande.

SPONS. AGENCY- Fred Meyer Charitable Trust, Portland, OR.; Oregon State Library, Salem.
PUB DATE- Dec 88
NOTE- 37p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Computer Networks; Databases; Distance Education; Electronic Mail; Facsimile Transmission; Higher Education; *Information Networks; Information Retrieval; Microcomputers; Models; *Online Systems; Program Descriptions; Questionnaires; Rural Areas; Shared Resources and Services; State Colleges; Telecommunications
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Eastern Oregon State College

The Online Reference and Document Delivery Service Library Network developed at Eastern Oregon State College and operated in Eastern Oregon provides rural east Oregonians improved access to information sources via computers, telefacsimile, and telecommunications. Microcomputers have been placed in public, school, community college, and hospital libraries in the 10-county region served by the college. The absence of library support has been a problem for students in off-campus college programs, so library personnel proposed a computer-based interactive online database searching and telefacsimile network. Services and benefits include: comprehensive, current awareness, known-item, and brief topic searches; telefacsimile transmission of documents; improved library reference services; cooperative collection development efforts; and electronic mail service. The project has been replicated at other schools successfully. Various items documenting project usage are appended. Contains 11 references. (Author/SM)

ED 306 939 IR 013 686

Bates, A. W.
Creating a Technologically Innovative Climate: The British Open University Experience. IET Paper No. 252.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Dec 86
NOTE- 16p.; Paper presented at the OECD Workshop on Promoting a Technologically Innovative Environment: Information and Motivation Schemes (Paris, France, December 15-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Broadcast Television; *Continuing Education; Distance Education; *Educational Technology; Foreign Countries; Higher Education; *Information Technology; *Open Universities; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Open University (Great Britain)

This report describes the role of the Open University (OU) in providing technologically innovative opportunities in adult and continuing education in Britain. An introductory section explains the purpose of the Open University; its history and principles; its programs of study; its teaching methods and media; technology in its teaching system (print, broadcasting, audiocassettes, videocassettes, computers, videodiscs, and satellites); its costs; and external recognition of the open university system. A second part presents two case studies illustrating how the OU teaches about technology at the undergraduate and professional levels. In the first example, course components (applications areas, technical and social "tributaries," role of the television programs, and policy for home computing) are explained. The second example offers a description of a series of 12 short practical courses aimed at updating professional engineers in the manufacturing industry. The paper concludes with a discussion of key factors in developing an open university: (1) the need for a relatively large number of students to justify the large initial cost of designing quality distance teaching materials; (2) the apparent fact that quality costs money; (3) the need for working in conjunction with industry and government; (4) the importance of designing a complete system for open learning; and (5) the need for consistent and high-level political support for open universities. (14 references) (CGD)

ED 306 980 JC 890 226

Parker, Lynn S.; And Others
Institutional Effectiveness Indicators.
Florida Community Coll., Jacksonville.
PUB DATE- 27 Jan 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Evaluation Criteria; Institutional Characteristics; *Outcomes of Education; *Performance Factors; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

Prepared for discussion at a retreat of the board of trustees of Florida Community College at Jacksonville (FCCJ), this packet of materials identifies 31 indicators of institutional performance and assesses FCCJ in terms of those indicators for which data were available. First, the packet presents a flow chart which illustrates the model used by FCCJ to measure institutional effectiveness, and a list comparing the issues considered most important by FCCJ's board of trustees, vice president, and selected faculty members. Next, a chart is presented showing the 31 performance indicators, their relation to institutional priorities, how they are measured, and their implications. Finally, each indicator is discussed individually, including background information and, where available, data on FCCJ's effectiveness. Graphs highlight students' College-Level Academic Skills Test scores, job placement of vocational education graduates, transfer rate and transfer student success, passing grades of credit students, grade-level gains of adult basic education students, graduation rate among those pursuing an FCCJ high school diploma, racial parity among employees, average faculty entry salaries, on-campus enrollment, high school review enrollment, classroom utilization rate, total fundable full-time equivalent enrollment, current unrestricted balance fund, full- and part-time faculty, revenue sources, expenditures for instructional support and learning resources, percentage of black and white county residents enrolled in college credit and noncredit courses, student participation in college activities, and FCCJ attendance of local high school graduates. (AYC)

ED 307 019 PS 017 693

All-Terrain Vehicles. Hearing before the Subcommittee on Commerce, Consumer Protection, and Competitiveness of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 12 May 87
NOTE- 290p.; Serial No. 100-30. Some pages contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, Government Printing Office, Washington, DC 20402 (Stock No. 552-070-02735-1, $8.50).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Business Responsibility; *Consumer Protection; *Court Litigation; *Federal Government; *Government Role; Hearings; *Safety
IDENTIFIERS- *All Terrain Vehicles; Congress 100th

As part of a review of the operation of the Consumer Product Safety Commission (CPSC), a hearing was held to receive testimony concerning the safety of all-terrain vehicles (ATVs) and recommendations for protection of consumers who purchase them. Of particular interest was the question of whether the Commission, due to budget cuts or reliance on voluntary standards, had implicitly encouraged or tolerated industry's propounding of inadequate safety standards. Testimony concerns the issue of whether the production of ATVs should be regulated by the government; activities of the CPSC's ATV Task Force; hazzards and marketing techniques associated with ATVs; the seriousness of the ATV safety issue; the position of ATV manufacturers and the industry's product safety efforts; the position of ATV users, as represented by the American All-Terrain Vehicle Association; ATV accidents resulting in injury to children; and ATV safety training by dealerships. Extensive materials provided for the record include letters, statements, and responses, and the text of a civil suit brought by the United States of America against General Motors Corporation (GMC) in which it is alleged that GMC's 1980 X-cars are defective. (RH)

ED 307 034   PS 017 955

Dishion, Thomas J.; Skinner, Martha S.
A Process Model for the Role of Peer Relations in Adolescent Social Adjustment.
PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Age Differences; Behavior Problems; Comparative Analysis; Models; *Parent Role; *Peer Groups; *Peer Relationship; *Preadolescents
IDENTIFIERS- *Deviance; *Monitoring

The document examines the roles of peer relations and parent monitoring in increasing children's risk of developing a deviant network of friends. Subjects were approximately 200 boys and their families. Boys were assessed in school and interviewed when 9-10 years old and when 11-12 years old. Structural equation modeling was used to evaluate the fit of three alternative models to the observed data: a stability model, a synchronous effects model, and a cross-lagged effect model. A multi-agent and multi-method approach to measurement was used. This approach employed data from schools, children, and parents. Comparison of the three models found that the synchronous and cross-lagged models adequately fit the data, with the cross-lagged model superior to the others. Analyses revealed that peer relations and parent monitoring contribute to preadolescent boys' development of a deviant peer group at age 12, and that the effect of peer rejection may accumulate. Thus, the deviant peer group process may help explain the longitudinal relation between early poor peer relations and later social maladjustment. (RH)

ED 306 767 FL 017 958

Kwiat, Judy

Perspectives on Fostering Change in Teachers of Language Minority Students.

PUB DATE- 29 Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Attitude Change; *Change Strategies; Cultural Awareness; Elementary Secondary Education; English (Second Language); Followup Studies; Inservice Teacher Education; *Instructional Effectiveness; *Limited English Speaking; *Teacher Attitudes; Teaching Styles

In a study of the effectiveness of professional development for teachers of language minority students, 30 teachers enrolled in a course on language minority education were pre- and post-tested for changes in theories and beliefs regarding different cultures, languages, their own sense of effectiveness, and educational issues relating to language minority educational programs. The teachers also kept daily journals about their opinions and feelings during the course. Four of the teachers were chosen randomly to be observed and interviewed concerning changes in their instructional approaches and philosophies. Results of the initial survey and journal analysis showed subtle changes in areas of teacher efficacy, positive attitudes toward other cultures, and increased knowledge about schooling for language minority students. They also showed small changes in attitude. Findings of the followup study indicate clearly that the four teacher had changed during the study's 9-month span. New teaching techniques had been incorporated into classroom instruction and were used comfortably and routinely. All four had decided to continue their professional development and expressed the importance of empowering students with a feeling of pride. (MSE)

ED 306 968 JC 890 127

Dougherty, Kevin J.
Organizational Alternatives to the Present Community College.
PUB DATE- Mar 89
NOTE- 41p.; Paper presented to the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *College Transfer Students; *Community Colleges; Educational Attainment; *Educational Change; Educational Improvement; Educational Planning; *Organizational Change; School Responsibility; Student Educational Objectives; Two Year Colleges

Community college entrants lag behind four-year college entrants in their educational and economic attainment, and most significantly with respect to baccalaureate attainment. Generally, proposals that address the improvement of community colleges' baccalaureate preparation and transfer functions focus on either "nonstructural" or "structural" reforms. Nonstructural reforms include: (1) providing more personal and extensive tutoring, developing new kinds of remedial courses, and setting time limits for the completion of remedial coursework; (2) encouraging faculty-student interaction out of class, integrating students' jobs and academic life, and scheduling students in blocks of classes; (3) providing better transfer advising, exposing potential transfer students to four-year colleges, improving financial aid, and making it easier to transfer vocational credits; and (4) reducing post-transfer attrition by accepting more credits and improving the social integration of transfer students on campus. Structural reforms, on the other hand, recognize that obstacles to baccalaureate attainment exist in the organization, as well as the operations, of community colleges. Three main proposals have been made for changing the colleges' structure: ending the comprehensive nature of the community college and focusing strictly on its vocational-technical role; converting community colleges into two-year branch campuses of state universities; and converting community colleges into four-year colleges. The structural reforms will require further debate, but the comparatively uncontroversial nonstructural reforms can be implemented immediately to achieve significant and relatively immediate benefits. (ALB)

ED 307 065 PS 018 021

Vespo, Jo Ellen; O'Connor, Elizabeth M.
Social Sets and Social Status in Preschool Classrooms.

PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Peer Relationship; *Popularity; *Preschool Children; Socialization; *Social Stratification; *Social Structure
IDENTIFIERS- Similarities; *Social Sets; *Sociometric Status

A study examined the social status of the members of the social sets of preschool children. For 8 weeks, interactions of 3- and 4-year-olds were observed in 8 classrooms. Interaction scores were standardized, and members of each social set were identified as popular, average, or unpopular. Findings indicated that for 3- and 4-year-olds, 39% and 47% respectively of the social sets consisted of same-status peers. The majority of social sets consisted of similar status peers. A total of 9.1% of the social sets consisted of low social status peers only, with 76.5% of the unpopular children being in social sets with higher status peers. Similarity of social status within social sets tended to increase with age. Thus, subsystems based on social status may begin to emerge in preschool, and provide different socialization experiences for different children. Stability of social status increases with age, as do similarity of social status and cohesiveness within the social sets. Therefore, late preschool may be a critical time for intervention strategies that take into account the social milieu of the child. (RH)

ED 307 079 RC 017 052

Capper, Colleen A.

Students with Low Incidence Disabilities in Disadvantaged, Rural Settings: A Qualitative Perspective.

PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Case Studies; Classroom Research; *Disadvantaged Schools; Disadvantaged Youth; Educational Policy; Elementary Secondary Education; *Poverty; Qualitative Research; *Rural Education; *Severe Disabilities; *Special Education
IDENTIFIERS- Education for All Handicapped Children Act; *Policy Implementation

Three case studies investigated the school day of disadvantaged rural students with severe disabilities. Subjects were severely disabled girls, living in families with no income other than public assistance, and attending elementary or middle school in three poor rural school districts. A constant comparative method of single and cross-site data analysis revealed similar daily patterns of little or no instruction. Common barriers to special education policy implementation in a rural disadvantaged context included shortages of expert personnel, the weak influence of poor families on behalf of their children, and the lack of positive examples of service delivery and consequent lower student expectations by staff. The results highlight the discrepancy between policy intent and practice with persons who have, in general, been excluded from the research and literature. Improving services for these students is a complex issue. States should identify not only their rural districts, but also the socioeconomic status of these districts as a first step in identifying students at greater risk of educational failure. Both poor school districts and poor families may require advocates to meet their needs. Finally, federal and state aid should target collaborative efforts among universities and state and local education agencies to provide access to expert personnel and examples of positive service strategies. This report contains 20 references. (SV)

ED 307 103 SE 050 500

Atwood, Ronald K.; Howard, Michael N.

SCIS-II and the Elementary Teacher: A Program Analysis.

PUB DATE- 89
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). Alternative Title: Teacher's Perceptions of Barriers in Utilizing SCIS-II.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Science; Elementary School Teachers; *Experiential Learning; Instructional Materials; Motivation Techniques; *Science Activities; Science Course Improvement Projects; Science Equipment; Science Instruction; Science Interests; *Science Materials; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Science Curriculum Improvement Study

A significant alternative to the traditional text-based approach to elementary science has been represented by the Science Curriculum Improvement Study (SCIS). Although the literature documents the process of the investigative approach, greater utilization of available programs and support from teachers are not evidenced. This investigation was devised to determine teacher perceptions and their relationships to this concern. These questions were addressed: (1) "To what extent are teacher variables, such as grade level, years of experience, and frequency of scheduling science time, related to teacher evaluation of the SCIS-II program?" (2) "How do teachers perceive the barriers and support systems that exist in their district's elementary science program?" (3) "What student outcomes do teachers see as significant results of the SCIS-II program? Are these perceptions related to teachers' degree of positive attitude about the program? Are they consistent with the body of research? and (4) "What specific concepts, materials, activities, etc., do teachers find to be problems in the present program, and what changes do they feel might alleviate the problems?" It was concluded that teachers in grades 3-6 perceived more barriers to effective instruction and experienced greater problems with management, materials, and equipment during activities than their colleagues in the lower grades. (RT)

ED 307 118 SE 050 570

Brown, David E.; Clement, John

Overcoming Misconceptions via Analogical Reasoning: Factors Influencing Understanding in a Teaching Experiment.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 22 Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Contains small print and drawings which may not reproduce well.
GRANT- MDR-8751391
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Processes; *Concept Formation; *Force; Interviews; Mechanics (Physics); *Misconceptions; Physics; *Science Instruction; Secondary Education; *Secondary School Science
IDENTIFIERS- *Analogical Reasoning; Science Education Research

In most research that investigates factors influencing the success of analogies in instruction, an underlying assumption is that students have little or no knowledge of the target situation. It is interesting to ask what factors influence the success of analogies when students believe they understand the target situation. If this understanding is not normative, instruction must aim at conceptual change rather than simply conceptual growth. Through the analysis of four case studies of tutoring interviews, a preliminary list of factors important for success in overcoming misconceptions via analogical reasoning is proposed. First, there must be a usable anchoring conception. Second, the analogical connection between an anchoring example and the target situation may need to be developed explicitly through processes such as the use of intermediate analogies. Third, it may be necessary to engage the student in a process of analogical reasoning in an interactive teaching environment, rather than simply presenting the analogy in a text or lecture. Finally, the result of this process may need to be the student's construction of a new explanatory model of the target situation. (YP)

ED 306 782 HE 022 431

An Assessment of the General Education Curriculum in State Universities and Community Colleges. Report and Recommendations of the Postsecondary Education Planning Commission. 1989, Report 4.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 16 Feb 89

NOTE- 86p.; Prepared in response to specific appropriation 527 of the 1988 General Appropriations Act (Chapter 88-555, Laws of Florida).

AVAILABLE FROM- Florida State Postsecondary Education Planning Commission, 304 Knott Building, Department of Education, Tallahassee, FL 32301.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Education; Academic Records; Community Colleges; *Curriculum Development; *General Education; Higher Education; Program Evaluation; Public Colleges; Questionnaires; *State Standards; State Surveys; State Universities; Statewide Planning; Student Characteristics

IDENTIFIERS- *Florida

The Florida State Postsecondary Education Planning Commission was directed to assess the general education curriculum in the state's public community colleges and state universities with particular regard to implementation of State Board Rule 6A-10.030, FAC (Gordon Rule) and other state policies. Four sections present: general education curriculum reforms and requirements; the student survey; the transcript analysis; and conclusions and recommendations. The transcript analysis shows that state university students who completed the Gordon Rule requirements scored significantly higher on the College-Level Academic Skills Test (CLAST) mathematics and essay subtests than students who had not completed this requirement prior to taking CLAST. Seven recommendations include the following:

an expanded transcript analysis involving computerized student transcripts and at least 50% of Florida's universities and community colleges should be conducted in 1991; state policymakers should not depend primarily on institutional grades as a yardstick or reliable measure of educational competence; and each state university and community college should examine its institutional policies and procedures to ensure that students are in compliance with Rule 6A-10.30, FAC. Appended are copies of the student survey instrument and student comments. Tables and figures are included. Contains 11 references. (SM)

ED 306 866 HE 022 590

Kunen, Gloria L.; Spence, Rod J.

Project Turning Point: An Educational Equity Model for Mature Minority Women.

American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Old Westbury. Coll. at Old Westbury.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 83
NOTE- 52p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Students; Blacks; *Equal Education; Higher Education; Mathematics Anxiety; *Minority Groups; Models; Program Descriptions; Racial Discrimination; Sex Discrimination; Social Networks; State Universities; *Womens Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Project Turning Point; *State University of New York Coll at Old Westbury

Information on Project Turning Point, an educational equity model for mature minority women at the nontraditional State University of New York College at Old Westbury, is presented in this report. Minority women have essentially been locked out of mobile careers due to sexual and racial discrimination and lack of adequate preparation in mathematics. The project designed to encourage and support minority women to enter and succeed in four-year arts and sciences institutions recognizes that the Black woman's experience must be addressed specifically and not be subsumed under the concept of all women facing the same problems. Official networks to counsel and support mature minority women in transition from conditions of suburban isolation are provided. Help is provided in the form of community outreach and support services workshop series, training in women's studies and math anxiety reduction, understanding of racism and early sex role stereotyping, and presentation within a familiar and convenient setting. Announcement brochures are attached. Contains 33 references. (SM)

ED 306 879 HE 022 603

The Maryland Center for Thinking Studies.

American Association of State Colleges and Universities, Washington, D.C.; Coppin State Coll., Baltimore, Md.

SPONS. AGENCY- Abell Foundation, Baltimore, MD.; Department of Education, Washington, DC.

PUB DATE- Jan 89

NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cognitive Ability; Cognitive Measurement; *Cognitive Processes; College Curriculum; College Faculty; *College Programs; Elementary Secondary Education; *Faculty Development; Higher Education; High Risk Students; Minority Groups; Models; Parent Education; Program Descriptions; Program Evaluation; Research Opportunities; State Colleges; Student Evaluation; Teacher Education; Teacher Improvement

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Coppin State College MD; Maryland; Thinking Skills

The Maryland Center for Thinking Studies, established at Coppin State College in July 1988, and presented in this report, provides training and resources in the teaching of thinking and fosters research in thinking improvement. When fully operational, the Center will assimilate and contribute to research in cognitive instruction, disseminate the research, and apply it to the teaching of students from K-16, with special emphasis on minority and at-risk students and their parents and teachers. The Center is comprised of four units: Higher Education, K-12, Philosophy for Children, and Assessment. The units utilize research, teacher training, a graduate program, and publications. The Higher Education unit is training ten fellows, professors in various disciplines, to train other professors in their disciplines and to contribute to the ongoing scholarly discourse about thinking instruction. The Assessment unit tracks developments in thinking assessment and promotes research in classroom assessment, K-16. The K-12 unit sponsors and staffs a Saturday School for parents, children and teachers, promotes research, and, along with the Higher Education unit, will sponsor a graduate program in thinking instruction. The Philosophy for Children unit trains teacher trainers and teachers in the program. (KM)

The Augusta College Humanities Program: Strengthening an Introductory Three-Course Sequence.

American Association of State Colleges and Universities, Washington, D.C.; Augusta Coll., Ga.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 88
NOTE- 54p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- EK-20017-83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Academic Achievement; College Students; Course Descriptions; Experiential Learning; Higher Education; *Humanities Instruction; Liberal Arts; Models; Program Descriptions; Program Development; State Colleges; *Student Development; Student Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Augusta College GA

Presented is a compilation of materials concerning the Augusta College Humanities Program in Augusta, Georgia, beginning with a brief description of the program and its background. In 1984, the college began a 2.5-year project to revitalize and strengthen its required sophomore level three course humanities sequence (Greece and Rome, the Middle Ages to the Eighteenth Century, the Modern World), tracing cultural monuments of western civilization from antiquity to the modern era. The sequence enrolls 600 students per year, most of whom are vocationally-oriented with non-intellectual backgrounds. The courses are team-taught by three faculty members from literature, music, and art. They focus on helping students discover the connections among the disciplines. They have an experiential component incorporating hands-on experience that requires students to chisel marble, experiment with tempera, and attempt different keyboard instruments to gain a better understanding of the process behind the work. Students must attend numerous live events and write reviews of them. To create the program, three key faculty members attended a special summer-long faculty development program at Yale University. Their experiences formed the model they brought back for the teaching teams in the program. This program is highly successful, gaining both local and national recognition. The bulk of the document consists of appended essays containing the evaluations and recommendations of five nationally recognized interdisciplinary scholars brought to the campus as consultants. Sample syllabi from the three courses, and the responses from students collected at the end of the 1987-88 sequence complete the document. (Author/SM)

ED 306 954 IR 052 730

Perkinson, Kathryn
Helping Your Child Use the Library.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- LP89-712
PUB DATE- 89
NOTE- 25p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; Adults; *Childhood Interests; Disabilities; Gifted; Librarians; *Library Role; *Library Services; *Parent Role; Preadolescents; *Public Libraries; *Reading Interests; Recreational Reading; Young Children

Focusing on the cooperative role of parents and public libraries in stimulating reading interests in children of all ages, this booklet addresses the following issues: (1) getting children interested in reading (reading aloud to children; encouraging children to read to you; starting a home library; showing children that you enjoy reading; choosing books that you both like; looking for award-winning books; asking for help at the local library); (2) children visiting the library with parents or alone (including children, even toddlers, in weekly trips to the library; helping children get their own library cards; encouraging children to ask the librarian for help; setting rules and guidelines for children when they visit the library alone); and (3) library services (for preschool children including infants, toddlers 18-36 months old, and children 3-5 years; school age children, especially ages 7-9 years; teenagers; and special children, the gifted and the handicapped). A postscript briefly discusses adult services and a listing of sources for additional information is provided. (CGD)

ED 306 994 JC 890 240

AIDS Information and Opinion Survey.
Apple Library Users Group, Cupertino, CA.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Colleges; Employee Attitudes; *Health Education; *Information Dissemination; *Knowledge Level; Questionnaires; School Surveys; Student Attitudes; Teacher Attitudes; Two Year Colleges

In spring 1989, a study was conducted at Catonsville Community College to assess the attitudes and knowledge of students, faculty, and staff regarding Acquired Immune Deficiency Syndrome (AIDS) and to determine whether further education regarding AIDS was needed at the college. A survey was administered to all faculty and staff and to students in a representative sample of day and evening classes. Respondents were asked to indicate their degree of agreement or disagreement with 26 attitudinal statements regarding their own vulnerability, the extent of others' risk reduction efforts, their desire for AIDS information, the severity of the disease, and the effectiveness of prevention measures. In addition, they were asked to mark 31 informational statements as true, false, or not sure. Faculty members were also asked to indicate whether and how they provided AIDS information in class. Study findings included the following: (1) students, faculty, and staff had remarkably similar attitudes towards AIDS; (2) while respondents felt their own risk from AIDS was relatively low, they felt strongly about the need for more information about AIDS; (3) respondents perceived preventive measures and efforts at risk reduction as fairly effective; (4) 12 of the 31 questions to assess AIDS knowledge were answered incorrectly by over half of the respondents; (5) over 25% of the respondents indicated that they were "not sure" about 11 questions; and (6) in general, knowledge of AIDS increased with age; Whites were more knowledgeable than Hispanics who were more knowledgeable than Blacks; and men seemed to know more about AIDS than women. The survey instruments are appended. (ALB)

ED 307 007 JC 890 254

Smith, Al; Morris, Darline

New Issues, Problems, Programs and Research Ideas: Findings of a Statewide Study of Texas Community/Junior College Presidents and Chancellors.

PUB DATE- 28 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Problems; *Administrator Attitudes; Community Colleges; Curriculum Development; Educational Finance; Financial Problems; Questionnaires; *Research Needs; State Surveys; Testing Programs; Two Year Colleges
IDENTIFIERS- *Texas; *Texas Academic Skills Program

In fall 1988, a study was conducted to determine the major issues and problems facing the presidents and chancellors of Texas community/junior colleges, to identify solutions being implemented to address these problems/issues, to identify new curricula and administrative programs, and to assess research activities and needs. Questionnaires were sent to the 76 public and private community/junior college presidents and chancellors in the state. Study findings, based on a 71% response rate, included the following: (1) 81% of the respondents indicated that funding was one of their three major concerns, and 69% mentioned the newly mandated Texas Academic Skills Program (TASP), which requires all college students to pass a basic skills assessment test before they can take more than nine hours of college work; (2) recommended or tried solutions to the funding problem focused on the state legislature, with local tax reorganization and/or bond issues emerging as the next most cited solution; (3) with respect to the TASP, many respondents were conducting research and creating new programs to minimize enrollment losses; (4) among the new administrative programs mentioned by the respondents were board-approved strategic planning, institutional effectiveness programs, and executive loan programs; (5) most of the new curricula reported by the respondents were in occupational education; and (6) the three most frequently mentioned areas for further research were the TASP, enrollment/retention, and outcomes/institutional effectiveness. (JMC)

ED 307 050 PS 017 999

Yeatts, Karol L.
Increasing the Availability and Usage of Mathematics Manipulatives in K-2 through Effective Related Staff Development Activities.
PUB DATE- 89
NOTE- 76p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Elementary School Students; Grade 1; Grade 2; Inservice Teacher Education; Kindergarten; *Kindergarten Children; *Manipulative Materials; *Mathematics Instruction; Primary Education; *Program Effectiveness; *Program Improvement

A first-grade teacher implemented a practicum intervention designed to increase the availability and use of manipulative materials for mathematics activities in kindergarten, first-, and second-grade classes. Primary goals were to: (1) provide teachers with the understanding and competence needed to incorporate the use of manipulative materials into their mathematics instruction; (2) increase student and teacher use of manipulative materials; and (3) increase availability of reference publications related to mathematics instruction in primary grades. In the effort to reach these goals, a teacher questionnaire was administered, the availability and use of selected materials was assessed, an inventory of publications was made, workshops for teachers were presented, fund-raising activities were developed, and the effectiveness of the intervention was evaluated. Practicum evaluation data indicated that the intervention had positive effects. There were significant gains in availability and use of the selected materials. Teachers indicated that the related staff development activities helped them gain understanding and competence in integrating manipulatives into their regular course of mathematics instruction. Related materials in six appendices included: (1) teacher questionnaire; (2) survey of availability and usage of selected materials; (3) inventory of mathematics resource/reference publications; (4) teacher observation checklist; (5) weekly log; and (6) staff development activities rating scale. (RH)

ED 307 092 RC 017 098

Anderson, Terry; And Others
Cooperation and Collaboration in Distance Education: The Contact North/Contact Nord Experience.
PUB DATE- 4 Aug 88
NOTE- 11p.; In: Changing Roles in Education and Training. Proceedings of the Annual Conference on Teaching at a Distance (4th, Madison, Wisconsin, August 2-4, 1988). Madison, University of Wisconsin-Madison, 1988. p134-142.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Cooperative Programs; *Distance Education; *Educational Technology; Foreign Countries; *Institutional Cooperation; *Nontraditional Education; Postsecondary Education; Program Descriptions; Rural Education; Secondary Education; *Shared Resources and Services; Two Year Colleges; Universities
IDENTIFIERS- *Ontario

This paper describes Contact North/Contact Nord, a pilot project that attempts to improve strategies for distance education in Northern Ontario, Canada. The goals of the program include meeting ongoing and future educational needs of rural Canadians by improving the design and operation of technologically enhanced distance education programs. The project aims to enhance institutional collaboration in distance education course development, course credit transfer, and common open learning systems. Ministries of the Ontario government cooperated with the Ministry of Colleges and Universities to support the four-year, $20 million project. A fund was established to encourage proposals for a new development framework. Institutions either geographically or philosophically isolated worked to design collaborative projects. Monies were budgeted to implement a uniform, automated library service that was accessible across northern Ontario. The colleges' video production resources are used cooperatively and partner institutions are able to offer enhanced academic resources--specialized expertise can be traded for practical field experience, for example. Contact North/Contact Nord has configured its distance education network to accommodate a wide variety of delivery modes, the most common being print and audio tape packages supplemented by audio and computer conferencing. Collaboration is facilitated by local community site coordinators. Francophone and Native American liaison officers have been contracted to work with targeted groups. The document concludes that, while it is still early to assess the impact of the Contact North/Contact Nord project, Ontario will have pioneered an advancement in distance education. (TES)

ED 306 768 FL 017 959

Wilcox, George K.
Syntactical Analysis of Economics Textbooks.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989) and at the Conference of the National Association of Foreign Student Affairs, Region II (Fort Collins, CO, October 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjectives; Content Analysis; Difficulty Level; *Discourse Analysis; *Economics Education; Higher Education; Phrase Structure; *Syntax; *Textbook Content; Textbook Research
IDENTIFIERS- Appositives; Clefting (Linguistics); Ellipsis; Fronting (Linguistics); Infinitives; Participles; Passives; Relative Clauses

An analysis of the syntax of economics textbooks was undertaken to (1) provide real-language examples of the difficult grammatical structures being taught in an advanced economics reading course, and (2) construct a factual database of the nature of economics textbooks. Five texts representative of those typically used in introductory economics courses were selected and ten sample excerpts (approximately 250-600 words each) from each textbook were analyzed for the presence of the following complex grammatical structures: infinitives, relative clauses, fronting, clefting, pseudo-clefting, passives, appositives, that-clauses, wh-noun clauses, present and past participial phrases, gerund phrases, complex adjective structures, parallel structures, and compression or ellipsis. The findings are presented with implications and suggestions for classroom teaching. Additional research on finance and statistics textbooks is planned for comparison. (Author/MSE)

ED 306 806 HE 022 467

Church, Kathleen
Admission Requirements at Arizona Public Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 14p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Access to Education; *Admission Criteria; College Applicants; College Bound Students; *College Freshmen; Competition; Educational Quality; Efficiency; Excellence in Education; Higher Education; *High Risk Students; High School Students; In State Students; Minority Groups; Performance Factors; Public Colleges; *State Universities
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

A discussion of how well freshmen students are performing at Arizona's three universities, the relationship of high school class standing to performance, and the resulting need to change admission standards is presented as one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Topics considered include: current admission standards at Arizona universities; analysis of first-time resident freshmen; origin of first-time freshmen students at the universities; high school class standing of the 1986-87 resident freshman class; students from high schools differing in average basic skill level; identifying at-risk students; need for more comprehensive admission requirements; and need to assess the impact of admission standards implemented in 1987-88. Three conclusions are: attempts to improve the quality of the student body are not rewarded by the current funding system; students from lower score high schools are at greater risk; and efficiency at the universities would probably be increased by raising admission standards for resident students. Recommendations include that: (1) universities should assess the impact of admission standards implemented in 1987-88 on minority enrollment and student success; and (2) university admission policies should be widely distributed to potential participants in higher education. An appendix shows the Arizona public high schools in which students score highest and lowest on standardized examinations of basic skills. Contains 7 references, 3 figures, and 7 tables. (SM)

ED 306 830 HE 022 492

A Review of the Organization, Funding Process and Selected Administrative Systems of the Arizona Universities and the Arizona Board of Regents.

Arizona Board of Regents, Phoenix.; Coopers & Lybrand, New York, N.Y.
PUB DATE- May 88
NOTE- 165p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; Competition; *Decision Making; *Educational Finance; Educational Quality; *Efficiency;

Evaluation; Excellence in Education; Governing Boards; Higher Education; Public Colleges; Resource Allocation; *State Boards of Education; *State Universities; Statewide Planning
IDENTIFIERS- Arizona; Arizona Board Of Regents; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document presents information on a review of the management efficiency of the state's three universities and the board office and of the funding and allocation system for the state universities. The most important messages to come out of this survey are that Arizona's public university system is grounded on the enviable competitive strengths of institutional autonomy, popular support, a single well-empowered governing board, and increasing national recognition. Arizona's ability to exploit these strengths is being hindered by these factors: lack of an articulated statewide strategy for higher education; a cumbersome system level decision making process; inadequate performance accountability; a funding process without a strategic anchor; and inadequate information to support policy analysis, decision making, and planning. Summary recommendations are as follows: undertake improvements in board level organization and decision making processes; develop an effective strategic plan for Arizona's system of higher education; reevaluate and modify the state funding process after the development of a strategic plan; improve state-level information management capabilities and accountability reporting; and undertake a number of specific suggested projects to reduce costs, increase value, reduce risk, and promote strategic goals. An implementation schedule is presented. (SM)

ED 306 842 HE 022 566

Skills Center.

American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Cortland. Coll. at Cortland.

PUB DATE- 1 Aug 83
NOTE- 32p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; College Students; *Developmental Studies Programs; Disabilities; Faculty Development; Higher Education; Individual Development; Learning Disabilities; *Learning Strategies; Listening Skills; Mathematics Skills; Models; Program Descriptions; Reading Skills; Research Skills; *Skill Centers; *Skill Development; Speech Skills; Standardized Tests; State Colleges; Study Skills; Test Wiseness; Vocabulary Skills; Writing Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *State

University of New York Coll at Cortland

The Cortland College Skills Center at the State University of New York, Cortland, helps students learn how they learn best, providing assistance in reading, writing, researching, listening, speaking, vocabulary, study skills, math, and standardized test preparation. Services are offered for learning disabled (LD) and handicapped students, and the center also provides information, workshops, in-class presentations, and materials for faculty. The 18 components of the Skill Center include: develop skill programs; hire and train instructors; conduct ongoing training sessions for tutors; administer exams orally to students having problems processing information visually; provide supplemental materials and workshops in skill development for faculty; give inservice workshops for elementary/secondary teachers; and give workshops for Cortland faculty. Significant achievements of Skills Center include: from the 1983-1984 school year to the 1987-1988 school year, the number of students receiving assistance at the Skills Center more than doubled; College Learning Center directors from 12 colleges visited the Center for purposes of implementing many of its services on their campuses; and a 2% increase of faculty referred students occurred. Recent changes in the program include an increased number of hours available for math tutoring, workshops of frequent demand repeated several time, and LD students taught to use WordPerfect on the IBM PC. Two center information brochures are attached. (SM)

Griswold, Jean S.

Foreign Language Camps.

American Association of State Colleges and Universities, Washington, D.C.; Colorado State Univ., Ft. Collins.
PUB DATE- Feb 89
NOTE- 16p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; College Students; *Cultural Awareness; Day Camp Programs; Higher Education; Immersion Programs; *Intensive Language Courses; Intercultural Programs; Language Fluency; Models; Nontraditional Education; Program Descriptions; State Universities; *Weekend Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Colorado State University Fort Collins

The Colorado State University Foreign Language Weekend Camps (also called the "Poor Man's Study Abroad") are described in this report. Developed to provide an international component and a mini foreign experience for the university's students, the camps are designed to accomplish several purposes including: to offer both foreign and United States students an intercultural experience; to give foreign students an opportunity to assist their U.S. counterparts in learning another language and culture; and to provide an opportunity for U.S. students studying a foreign language to immerse themselves in that language for a weekend. The camps are organized by the students themselves and are virtually self-supporting. The target audience includes students currently in language classes and those who wish to keep up with languages previously learned. Community members are encouraged to attend if space permits. The program provides opportunities to practice the language through games, music, dancing, discussions, slide shows, and sports. Languages taught include French, Spanish, German, Chinese, and Japanese. Appended are: a flyer advertising the foreign language camps; language camp schedules; and an international programs volunteer authorization form. (Author/SM)

ED 306 940 IR 013 688

Woodley, Alan
Distance Students in the United Kingdom.
PUB DATE- Jun 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Continuing Education; Data Collection; Demography; *Distance Education; Educational Technology; Foreign Countries; Higher Education; National Surveys; *Nontraditional Students; Open Universities; *Profiles; Tables (Data); Undergraduate Students

IDENTIFIERS- Open University (Great Britain); Polytechnic of Central London (England); University of Lancaster (England)

Funded by the Department of Education and Science in 1981, this study was carried out by a team of researchers from a polytechnic institute, a private university, and the Open University. A national sample of about 4,500 mature students who were taking a wide range of courses--from evening classes to full-time higher degrees--completed detailed questionnaires eliciting information on their background and educational experiences. Among those students sampled was a substantial number of distance students who form the subject matter of this paper. In order to discover the extent to which student populations vary, the students were divided into five groups: Open University undergraduates; Open University associate students; National Extension College students; NALGO Correspondence Institute students (a trade union for public sector employees); and private correspondence students. Following the return of the questionnaires, data were analyzed and summarized in 12 tables according to the following variables: age, sex, employment status, current educational qualifications, social class, subject of study, level of course, reason for taking the course, father's social class, qualifications held on leaving school, educational mobility, and social mobility. Results indicated that the student populations were very diverse, and it is suggested that each institution needs to survey its own student population when designing distance courses, rather than relying on findings from elsewhere. (2 references) (CGD)

ED 306 981 JC 890 227

Guidelines for Establishing a Teaching Resources Center.
American River Coll., Sacramento, CA. Teaching Resources Center.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- Aug 82
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Faculty Development; Guidelines; *Program Development; Program Evaluation; Program Implementation; *Resource Centers; Two Year Colleges

The Teaching Resources Center (TRC) at American River College in California was developed to improve instruction and offer a variety of activities and services to faculty. Colleges interested in establishing a similar program should recognize that the development of a TRC requires planning, implementation, and evaluation. The planning phase begins with a group of faculty in touch with the college and its faculty's needs and interests. Other planning steps include visiting an existing center, gaining administrative and faculty support, defining the purposes and functions of the TRC, and developing a precise plan and timeline for the first year. Decisions must be made concerning location, staffing, resources, equipment, and budget. The implementation phase involves the purchase of necessary materials, supplies, and equipment, the creation of an advisory committee representing various instructional interests, the development of a resource list, the use of established vehicles to publicize the TRC, and the opening of the center. The evaluation phase requires accurate records and a follow-up system to obtain feedback from participants. (ALB)

ED 307 020 PS 017 815

Maternal, Child Health, and Family Planning Services. Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, Second Session (February 25, 1988--Healthy Children: Investing in the Future; April 22, 1988--Title X of the Public Health Service Act).

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 88

NOTE- 321p.; Serial No. 100-149.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-051-11-2, $9.50).

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Children; Cost Effectiveness; *Family Planning; *Federal Legislation; *Health Services; Hearings; Mothers; *Program Development; *Social Services

IDENTIFIERS- *Child Health; Congress 100th; Federal Family Planning Program; *Maternal Health; Reauthorization Legislation

Hearings were held to: (1) receive "Healthy Children: Investing in the Future," an Office of Technology Assessment (OTA) study on cost-effective strategies for improving the health of mothers and children; and (2) consider reauthorization of the Federal Family Planning Program (FFPP), Title X of the Public Health Service Act. This document provides a summary of the OTA study and testimony; the text of the Family Planning Amendments Act of 1987; and testimony on the Federal Family Planning Program. Discussion covers several controversial aspects of the implementation of the FFPP, the legislation in relation to teen pregnancy and increased abortion among teenagers, the National Right to Life Committee's objections to school-based clinics and the legislation's provision of funding for contraceptive development and research, the contraceptive development activities of the National Institute of Child Health and Human Development, and the positions of the American College of Obstetricians and Gynecologists, Planned Parenthood Federation of America, Family Health Services, and others in support of the legislation. Materials submitted for the record by the American Civil Liberties Union Foundation; the National Association of Nurse Practitioners in Family Planning; the Organization for Obstetric, Gynecologic, and Neonatal Nurses; and the National Family Planning and Reproductive Health Association are included. (RH)

ED 307 035 PS 017 956

Baumrind, Diana

Sex-Differentiated Socialization Effects in Childhood and Adolescence in Divorced and Intact Families.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 57p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- WTGF-G-84044973
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Comparative Analysis; *Divorce; *Family Influence; Family Structure; Longitudinal Studies; *Nuclear Family; Parent Influence; *Sex Differences; *Socialization

This longitudinal study was designed to identify familial origins of children's developmental competencies and dysfunctional behavior at the critical life stages of preschool (T1), juvenile (T2), early adolescence (T3), and early adulthood (T4). Child subjects were born between 1964-66; their parents between 1931-39. Children were studied when they were 3, 9, and nearly 15. At T1, all families were intact; by T2, 19% were divorced; and by T3, 37% were divorced. The third wave of data gathering (that is, the adolescent phase) took place between 1978 and 1980, and included 139 adolescents and their parents. Families were predominantly middle-class, educationally advantaged, and Caucasian. Data were drawn from three sources: measures derived from behavior ratings used to summarize case history information; microratings made of parent-child interaction at T2 and T3; and self-reports obtained from each parent at T3. Numerous findings concern sex differences in children, parenting practices by sex-of-child and sex-of-parent, family dynamics at T3, moderating effects of family status on sex-of-child differences and maternal behavior, and sex-differentiated socialization effects. (RH)

ED 307 066 PS 018 022

Lloyd, Peter

Current European Developmental Perspectives on Discourse Processes.
Negotiating Route Directions by Telephone in Children and Adults.

PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Communication Research; *Discourse Analysis; Foreign Countries; *Interpersonal Communication; *Maps; Mass Media Use; Mothers; *Parents; Research Design; Research Problems; Research Tools
IDENTIFIERS- Dyadic Interaction Analysis; *Negotiation Processes; Referential Communication; *Requests; Telephones

The transmission of verbal information has typically been studied within the referential communication paradigm, which has tended to use restricted tasks and simple outcome measures. In this study, new insights into the nature of communication success and failure have been obtained by the use of an approach that allows meaning to be freely negotiated. Twenty adult-child pairs were tested. Mothers were paired with their own and unrelated children in a route-giving task involving maps. All subjects played both instructor and instructee roles. The task was conducted by telephone. It was expected that related pairs would show a superior level of performance because of their history of shared experience, including language. Findings revealed a close correlation in procedures used by related compared with unrelated pairs. Number of turns taken in discourse showed that experimenter judgments of message adequacy and item selection were an overestimate of the extent of shared understanding. The role of repetition and of clarification requests in the resolution of communication difficulties is examined and compared with earlier findings from paired children of the same age as those in the study. (Author/RH)

ED 306 794 HE 022 455

Cowart, Vinette; And Others
Minority Access and Persistence Study: A Working Bibliography with Annotations.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 44p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Persistence; *Access to Education; American Indians; Annotated Bibliographies; Bilingualism; Blacks; College Students; Competition; Educational Quality; Efficiency; Excellence in Education; Family Influence; *Higher Education; High School Graduates; Hispanic Americans; *Minority Groups; Outcomes of Education; Peer Influence; Public Colleges; School Holding Power; State Colleges; Student Recruitment
IDENTIFIERS- *Arizona; Arizona Task Force on Excellence Efficiency Compet

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this contribution offers an annotated bibliography on minority access and persistence. It cites the following: nine books (e.g., "Student Outcome Questionnaires: An Implementation Handbook" by P. Ewell and "Latino College Students" by M. Olivas); 46 papers (e.g., "Equity in Higher Education Still Eludes Blacks, Urban League Says" by M. Collison and "College Warm-Up: Easing the Transition to College" by B. Hall); 28 reports (e.g., "New Findings on Student Retention" by the Cooperative Institutional Research Program and "Work Force 2000" by the U.S. Department of Labor); five documents e.g., "Tucson Unified School District in the Middle First Year Report" by D. Frederick and D. Kennon and "Retention of the Latino University Student: The Case of CSULB" by G. Ramirez); and four miscellaneous publications (e.g., "The American Indian in Higher Education, 1975-76 to 1984-85" by J. Fries; and "Strategies for Increasing Participation of Hispanics and Blacks in Higher Education" by L. Valverde and P. Robertson-Courtney. Each entry includes author, title, and publication data as well as the purpose and the major points of the report. (SM)

ED 306 818 HE 022 479

Fisher, Marvin
The Quality of Graduate Education at Arizona's Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 22p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Educational Assessment; *Educational Quality; Efficiency; Excellence in Education; Financial Support; *Graduate Study; Graduate Surveys; Higher Education; Incentives; Institutional Role; Outcomes of Education; Participant Satisfaction; Public Colleges; Quality Control; Relevance (Education); Research; State Surveys; *State Universities; *Student Attitudes
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

In an effort to determine what doctoral graduates of Arizona's three universities thought about the strengths, weaknesses, and overall quality of their specialized graduate programs, a 35-item questionnaire was prepared and sent to 1976 and 1986 doctoral graduates. Information on this study is presented as one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Most questions were keyed to the respondent's experience with the graduate program. A few questions concerned the student's ability to compete professionally after graduation. One question asked for pre-program perceptions. The most important conclusions to be drawn from the survey are the extremely strong approval of the quality and relevance of graduate programs at the Arizona universities. Arizona graduates rated their supervising professors very highly. Graduate college staff were generally perceived as helpful. The following topics are among several discussed: institutional efforts, actions, and procedures; recruitment efforts; graduate college matching research assistant program; tuition and fee scholarships; employment of advanced degree recipients; program assessment and quality control; and incentives related to quality. Some of the nine conclusions and recommendations are: periodic surveys of advanced degree recipients can convey important information to the graduate colleges; graduate college staff were generally perceived as helpful in all three institutions; each institution has taken steps to increase minority participation in graduate programs; and efforts to recruit superior graduate students should not slacken. Contains 2 references. (SM)

ED 306 854 HE 022 578

McCarthy, JoAnn
Internationalizing the Curriculum.
American Association of State Colleges and Universities, Washington, D.C.; Illinois State Univ., Normal.
SPONS. AGENCY- Department of Education, Washington, DC.; Japan Foundation, New York, NY.; United States Information Agency, Washington, D. C.
PUB DATE- Jul 86
NOTE- 48p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- GN-00874094-88; IA-AEGH-G6192675; PN-016AH70043
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Cultural Awareness; *Curriculum Development; Educational Planning; Faculty Development; Foreign Students; *Global Approach; Higher Education; Intercultural Programs; International Educational Exchange; Models; Program Descriptions; Program Development; State Universities; *Study Abroad
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Illinois State University

This report discusses a comprehensive plan designed in 1984 to internationalize the Illinois State University curriculum. This plan focused on four major areas: study abroad, foreign student and scholar services, curriculum development, and faculty development. Fundamental to the internationalizing process was the recognition that no serious curriculum revision would take place without faculty support and involvement. Within 5 years of beginning this plan, much of it is in effect. For example: over 2000 students enrolled in study abroad programs; about 300 faculty members participated in international professional activities; 31 new international courses were added to the curriculum; and almost $1 million in external funding was generated to support additional international programming. This internationalizing plan became one of the university's five major planning priorities for 1985-90. The results prove that significant progress can still be made without major infusions of new funding. Other institutions wishing to begin such a process should spend time on the following issues: secure support of key administrators; identify key faculty with international interest; centralize planning and supervision of the effort; assess curricular and staff strengths; and focus on faculty development. The planning proposal is appended. (SM)

ED 306 904 HE 022 629

Moore, Michael
Arts Unlimited.
American Association of State Colleges and Universities, Washington, D.C.; Bowling Green State Univ., Ohio.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 1 Dec 88

NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Education; Aesthetic Values; *Art Appreciation; *College School Cooperation; Cultural Activities; *Cultural Enrichment; Dance Education; Excellence in Education; Higher Education; Models; Music Appreciation; Program Descriptions; Public Schools; State Programs; State Universities; Student Development; *Teacher Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Arts Unlimited Program; *Bowling Green State University OH; Partnerships in Education

Arts Unlimited, housed at Bowling Green State University, Ohio, is a program of aesthetic education in the schools of northwestern and north central Ohio and is modeled after and works with Lincoln Center Institute, the educational division of Lincoln Center for the Performing Arts in New York City. The goal of Lincoln Center Institute and its colleagues is to help students and teachers perceive and evaluate the aesthetic elements of specific works of music, theater, dance, and visual arts. By doing so, children will come to value the arts not only as an enrichment for their lives, but also as a set of intellectual skills by which they may inquire into the aesthetic dimensions of their environments. This year-round, three-stage program includes a summer teacher's workshop, a follow-up program in the schools (sending teaching artists into the schools to assist teachers), and a series of spring performances or exhibitions of the works encountered by the teachers the previous summer for the children. Since 1981, this program has worked with over 600 teachers and 25,000 students in 50 schools within a 13-county area. It is recommended that if such a program is initiated on a college campus, attention must be paid to the following points: the cost effectiveness of the program must be demonstrated; faculty can earn extra money as teaching artists and can renew themselves professionally via this program; and the program must emphasize service to the schools. (Author/SM)

ED 306 915 HE 022 640

IUP Spring Hill Commission for the Improvement of Teacher Education.
American Association of State Colleges and Universities, Washington, D.C.; Indiana Univ. of Pennsylvania, Indiana.
PUB DATE- 1 Mar 89
NOTE- 34p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Educational Quality; *Excellence in Education; Faculty Development; Higher Education; Models; Professional Development; Professional Training; Program Descriptions; State Programs; State Universities; *Teacher Education; *Teacher Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Indiana University of Pennsylvania

The Indiana University of Pennsylvania (IUP)/Spring Hill Commission at the Indiana University of Pennsylvania, described in this report, was formed in response to a nationwide movement to improve and upgrade the quality of teacher education. Sixteen individuals were selected from the ranks of professors, students, and administrators to function as the IUP/Spring Hill Commission. This commission deliberated on strengths and weaknesses in teacher education at IUP and produced a set of standards of exactly what education at IUP should emphasize. These standards address the following: professional development; professional preparation of teachers; mastery of knowledge; governance and resources. They deal with preservice teachers, faculty, and organization and coordination. The ultimate purpose of this commission is to rededicate professionals to teacher education as a major important issue at IUP. On an interim basis, this ongoing project has resulted in numerous partnership agreements with public schools in various urban and rural settings. Closer collaboration between all of the various colleges which make up the university is one result of the project. A glossary of terms is appended. (Author/SM)

ED 306 969 JC 890 200

An Update of Proprietary Education in Florida: Report and Recommendations of the Postsecondary Education Planning Commission, 1989. Report 7.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 16 Feb 89

NOTE- 66p.; Prepared in response to Specific Appropriations 523 through 527 of the 1988 General Appropriations Act, Chapter 88-555, Laws of Florida.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; Accountability; Accreditation (Institutions); Associate Degrees; *Certification; *Data Collection; Educational Assessment; Governance; Government Role; Higher Education; *Private Colleges; *Proprietary Schools; State Legislation; State Surveys; Statewide Planning; *Student Financial Aid; Two Year Colleges; Vocational Education

IDENTIFIERS- *Florida

In response to a legislative mandate, this report assesses proprietary education in Florida in terms of institutional licensure, program standards, data collection, and student financial aid. The report defines "Proprietary schools" as accredited or non-accredited postsecondary vocational institutions, universities, and colleges owned by an individual or individuals and operated on a profit or non-profit basis. Part I provides background information on the role played by Florida's 152 proprietary schools in the provision of vocational training, and state responses to the proliferation of fraudulent and substandard schools in the 1970's. Part II examines: (1) the licensing roles of the State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools (SBIPVTTBS), and the State Board of Independent Colleges and Universities (SBICU); (2) accreditation; (3) the type and composition of associate degrees; (4) previous studies on the licensing process; (5) licensing fees; (6) the lack of placement data and data collection information about proprietary schools; (7) high default rates on financial aid among proprietary school students; (8) transfer credit; (9) a student protection plan; and (10) voluntary associations for independent institutions. Part III examines proprietary education in California, Colorado, Connecticut, Georgia, Maryland, Minnesota, New Jersey, New York, and Tennessee in terms of each state's oversight responsibilities and issues of financial aid. Finally, part IV presents 22 recommendations for changing the governance structure, licensure provisions, data collection methods, financial aid system, and degree requirements of proprietary schools. A chart comparing the responsibilities of the SBIPVTTBS and the SBICU is appended. (AYC)

ED 306 995 JC 890 241

Nursing Graduate Follow-Up, Catonsville Community College.
Apple Library Users Group, Cupertino, CA.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Employer Attitudes; *Employment Patterns; *Nurses; *Nursing Education; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Salaries; Two Year Colleges; Vocational Followup

In 1989, a study was conducted at Catonsville Community College (CCC) to determine the post-graduation experiences and attitudes of the students who had graduated from the nursing program between June 1987 and December 1988. Of the 113 graduates surveyed, 24 responded to the questionnaire. In addition, 10 employers returned questionnaires concerning the preparation of the CCC graduates. Study findings included the following: (1) 88% of the respondents indicated that they had worked full-time as a nurse since completing the CCC program; (2) 79% had worked as registered nurses for more than six months; (3) 63% were employed as staff nurses, and 21% were employed as charge nurses on evening or night shifts; (4) 90% listed their salaries as over $22,000; (5) all of the respondents had received an orientation at their first job, and the majority found it helpful; (6) experiences at CCC were rated by the majority of the respondents as either "superior" or "above average," and faculty were perceived as helpful and concerned about students; (7) only 42% of the respondents indicated that they would definitely still choose nursing as a career, though only two people said they probably would not; and (8) none of the respondents had completed a bachelor's program, but almost one-third were currently enrolled in or planned to enter such a program. The survey instruments are included. (ALB)

ED 307 080 RC 017 060

Haller, Edwin W., Ed.; Myers, Ruth A., Ed.
Searching, Teaching, Healing: American Indians and Alaskan Natives in Biomedical Research Careers. Proceedings of a Conference Sponsored by the National Institutes of Health Held at the School of Medicine, University of Minnesota (Duluth, Minnesota, August 1-3, 1984).
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
REPORT NO.- ISBN-0-87993-292-9
PUB DATE- 86
NOTE- 148p.
AVAILABLE FROM- Futura Media Services, Inc., 295 Main Street, P.O. Box 330, Mount Kisco, NY 10549 ($9.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alaska Natives; *American Indian Culture; American Indian Education; *American Indians; *Biomedicine; Career Choice; *Cultural Influences; Educational Opportunities; *Health; Higher Education; Researchers

This document contains edited versions of tape-recorded speeches given at a conference titled "American Indians and Alaskan Natives in Biomedical Research." The proceedings is divided into two sections: "Research in the Biomedical Sciences: American Indians Speak Out" that includes presentations on aspects of biomedical careers and their federal support mechanisms; and "Biomedical Research: Meeting the Needs of American Indians/Alaskan Natives" that includes presentations on the health concerns of the American/Indian/Alaskan Native community. Individual papers included are: "Rights, Responsibilities, and Expectations: Educational Opportunities for Minority Students" (Wenda Moore); "Why Choose a Research Career?" (Larry P. Aitken); "NIH Support: The MARC Program" (Dolores Lowery); "Sweatbands and Sweathouses: Application of Perspectives" (Tacheeni Scott); "Pathways to Research" (Cliff Poodry); "Alcoholism" (Dale Walker); "Circumpolar Health in Native Populations" (Ted Mala); "Obesity and Diabetes" (Dee Ann DeRoin); "Hypertension" (Eugene Vigil); "The Indian Health Service, Early Childhood Survival, and Infectious Disease among American Indians" (Joseph Jacobs); "An Indian Remembers: Boarding School, Politics, and Mental Health Research" (Theda Goodfox-Starr); and "Discussion and Conclusions" (Edwin W. Haller). A combined author and subject index is included. (ALL)

ED 307 119 SE 050 571

McDermott, Mark N., Ed.; Wilson, Jack M., Ed.
Physics for the 1990s. AAPT Conference of Department Chairs in Physics. (February 19-20, 1988).
American Association of Physics Teachers, College Park, MD.
REPORT NO.- ISBN-0-917853-35-0
PUB DATE- 89
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College Science; Computer Uses in Education; Department Heads; Females; Graduate School Faculty; Graduate Study; Higher Education; Minority Groups; *Physics; *Science Curriculum; *Science Departments; Science Instruction; *Science Programs; Science Teachers; *Scientific Personnel; Scientists; Undergraduate Study

This book contains the proceedings of the Third Topical Conference of Department Chairs in Physics. Topics of the papers summarized include: (1) research centers sponsored by the National Science Foundation; (2) physics programs at the undergraduate and graduate levels; (3) the use of accelerators in education and research; (4) approaches to problems in physics education; (5) physics for women and minorities; (6) preparing undergraduates for graduate school; (7) interdepartmental cooperation; (8) effective teaching; (9) strategies for building graduate education for the future; (10) reversing the declining enrollment trend in physics education; (11) physics education for non-majors; (12) computer uses in physics education; (13) the participation of undergraduates in physics research; and (14) academic research issues. Also included are the program of the conference, a list of participants, and a summary of the conference. (CW)

ED 307 104 SE 050 523

Cocking, Rodney R.; Mestre, Jose P.
Cognitive Science.
PUB DATE- 89
NOTE- 23p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Artificial Intelligence; *Cognitive Processes; Cognitive Psychology; *Learning Theories; *Problem Solving; *Schemata (Cognition)
IDENTIFIERS- Chunking; *Cognitive Sciences; *Expert Novice Problem Solving

The focus of this paper is on cognitive science as a model for understanding the application of human skills toward effective problem-solving. Sections include: (1) "Introduction" (discussing information processing framework, expert-novice distinctions, schema theory, and learning process); (2) "Application: The Expert-Novice Paradigm as a Means of Studying Problem-Solving" (describing chunking, hierarchical memory networks, expert-novice differences in problem solving style, promoting expertise, and artificial intelligence tutors); and (3) "New Directions and Future Trends" (a brief look at promising developments including sensory processing approaches, developmental sensory integration, and robotics). This paper contains a list of 71 references. (YP)

ED 306 783 HE 022 432

Stoner, Mark R.
Internship Handbook and Policy Statement, 1989.
Mount Vernon Nazarene Coll., Ohio.
PUB DATE- 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Criteria; Experiential Learning; *Feedback; Higher Education; *Internship Programs; Policy Formation; Questionnaires; Student Evaluation; *Student Experience

A handbook detailing the expectations and requirements of the internship program at the Department of Communication at Mount Vernon Nazarene College, Ohio is presented. It offers information on the interrelationships among the sponsoring agency, the department, and the student. Eight sections focus on the following: internship program goals; eligibility requirements; procedures for application; procedures for agency selection; procedures for program initiation and operation; procedures for evaluation; summary of responsibilities (Communication Department, agency, and student responsibilities); and program time-line. Sixteen appendices provide examples of: policy regarding internships; policy regarding field work/practicum; application for acceptance into the internship program; faculty recommendation; professional resume; sample cover letter; midterm internship evaluation: (faculty supervisor feedback, agency supervisor feedback, and student feedback); final internship evaluation (faculty supervisor feedback, agency supervisor feedback, and student intern feedback); internship referral (external reference); internship syllabus; intern/supervisor goal worksheet; and weekly intern report. Contains 5 references. (SM)

ED 306 867 HE 022 591

American Studies Program.

American Association of State Colleges and Universities, Washington, D.C.; Louisiana State Univ., Shreveport.

PUB DATE- 30 Jan 89
NOTE- 60p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Studies; *Civics; College Students; Community Involvement; Community Programs; Government (Administrative Body); Higher Education; Integrated Activities; *Interdisciplinary Approach; Leadership Training; Models; Program Descriptions; State Universities; Student Development
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Louisiana State University

The Louisiana State University in Shreveport (LSUS) American Studies Program is an annual sequence of interdisciplinary activities on and off campus designed to bring students, faculty, and local residents into closer contact with their American heritage and develop their leadership potential. It addresses the problem of lapses in current civic education in students at all levels of education. The program targets undergraduates at LSUS but sees the classroom as only one portion in civic education. Efforts are made to bring the local community and faculty into the process of improving civic education. The five main components of the interdisciplinary program are: the Spring Symposium on the American Presidency in Washington, D.C.; the Summer Washington Semester (hands-on civic education); the Fall Forum; the Fall Film Festival on Washington, D.C.; and the Faculty Research and Teaching Fellowship. Achievements include: a free lecture series in the fall for the community which has been designated as the best lecture series in the city, and five new books and several other publications fully or partly funded by the annual American Studies Fellowship. An appendix documents each component of the program in depth. (SM)

ED 306 880 HE 022 604

Using Law Enforcement Personnel in Drug Free (School and Community) Education.

American Association of State Colleges and Universities, Washington, D.C.; Pittsburg State Univ., Kans.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 30p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- R184A80073
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcoholism; College Curriculum; *College Programs; *Drug Education; Elementary Education; Grade 5; Grade 6; Higher Education; Inservice Education; Law Enforcement; Models; *Police; Preservice Teacher Education; Program Descriptions; Questionnaires; Rural Areas; *Smoking; State Universities; Substance Abuse
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Pittsburg State University KS

The Pittsburg State University project described in this report was designed to use existing law enforcement personnel to provide drug-free education to students, primarily in grades 5 and 6, in a large, primarily rural area. The project developed a curriculum and provided inservice training to law enforcement personnel. In addition, the curriculum, Law Enforcement and Drug Education Recipe (LEADER), will be introduced to existing and additional university courses so that future law enforcement personnel will be trained to provide effective drug education. The curriculum emphasizes values clarification and counseling and communication skills, as well as prevention, rehabilitation, and the psychopharmacology, psychology, sociology and physiology of drug usage. Questionnaires that survey elementary and secondary student attitudes and knowledge are included. (KM)

ED 306 955 IR 052 732

Rogers, Margaret
Information and Funding Sources Concerning Adult Illiteracy: A Resource Guide.
PUB DATE- 4 Jan 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Literacy; *Government Publications; Grants; *Illiteracy; *Information Sources; *Literacy Education; Reference Materials; *Resource Materials; Users (Information)
IDENTIFIERS- Laubach Literacy International

Intended to help users of the Laubach Literacy Center find information about adult illiteracy, this guide contains information sources describing existing literacy programs (both basic illiteracy and functional illiteracy); publications about adult illiteracy from the state, national, and international perspectives; and sources and conditions of funding for proposed literacy programs and research. Following a presentation of definitions, acronyms, and abbreviations, the guide is essentially divided into five major subsections: (1) background information on adult illiteracy; (2) an introduction to government documents (including a brief legislative history of a sample bill, how to obtain government documents, a sample entry from the "Monthly Catalog," and sources for more information on government documents); (3) an explanation of how sources are cited in the guide; (4) sources of further information on adult illiteracy (including terms to look under, library browsing, information on adult literacy programs, a sampling of the research literature on adult illiteracy, relevant periodicals, offices to contact for more information, and legislators to contact); and (5) sources of funding (where to look for information on grants and places to apply for grants). (9 notes) (CGD)

ED 306 982 JC 890 228

Conklin, David

Corporation-Community College Partnerships: High Technology Apprentice Training.

PUB DATE- Apr 87

NOTE- 9p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (67th, Dallas, TX, April 23-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Apprenticeships; *Auto Mechanics; Community Colleges; *Cooperative Education; Corporate Support; Education Work Relationship; *Industrial Training; Program Descriptions; Program Development; *School Business Relationship; Student Needs; Two Year Colleges

IDENTIFIERS- *Chrysler Dealer Apprenticeship Program

Over the last six years, corporation-community college partnerships have played an increasingly important role in educational and industrial growth. The automotive industry has been at the forefront of this trend and has recognized the contributions that community colleges can make in meeting the educational needs of industry. One example is the Chrysler Dealer Apprenticeship Program (CAP). The program was initiated to act as a "feeder system" to supply high qualified entry-level technicians to Chrysler dealerships on a national basis. CAP involves a combination of education and work experience, with the student alternately spending two months attending college and two months working at a dealership. At the end of two years, the student receives an Associate in Applied Science Degree in Automotive Technology and is guaranteed a job with the dealer where the apprenticeship has been served. Colleges interested in establishing a similar program should consider the following problems and needs: (1) general education requirements for associate degrees should be upheld in the program; (2) while students will take all of their automotive technology classes together, they should be encouraged to mix with other students in general education courses; (3) although the corporation provides equipment and faculty training, the need for a special facility dedicated to the project and relatively low class sizes means that the program will be expensive for the college; (4) to protect the corporation's investment, the community college must ensure that its teaching methods are appropriate, that its faculty remains up to date with new technological developments, and that its graduates are knowledgeable and competent; (5) the dealer must be able to interview and select apprenticeship candidates, though the college must ensure that affirmative action practices are followed; and (6) as the program requires a full-time commitment, employed, part-time students would be eliminated from consideration. (ALB)

ED 307 008 JC 890 255

Levin, Bernard H.
Student Educational Outcomes Assessment: Implications for Institutional Governance.

PUB DATE- 89
NOTE- 12p.; Paper presented at a conference of the Southeastern Association for Community College Research (Pine Mountain, GA, August 7-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Evaluation Criteria; *Evaluation Methods; Governance; *Informal Assessment; *Outcomes of Education; *Participative Decision Making; Policy Formation; *Self Evaluation (Groups); *Teacher Participation; Two Year Colleges
IDENTIFIERS- *Blue Ridge Community College VA

In response to legislative mandate and pressure from its accrediting agency, Blue Ridge Community College (BRCC) began to develop a system to measure the effectiveness of its instructional programs. The system was designed to improve curricula, be managed by faculty, be inexpensive and uncomplicated, and focus on qualitative rather than quantitative measures. The first steps in the generation of the assessment plan were the appointment of an Assessment Committee, composed of five faculty members, two division chairs, and the registrar; the preparation and state approval of the assessment plan; the provision of release time for faculty to teach other faculty about new assessment requirements; and full meetings of the faculty to garner support. The assessment plan requires that faculty members: (1) design a system for evaluating their own programs that provides for the measurement of student outcomes at matriculation, during enrollment, at graduation, and at some point during the subsequent five-year period; (2) submit the program evaluation plan to the Assessment Committee for approval; (3) implement the plan on a four-year cycle and provide data and a written report on outcomes to the Faculty Curriculum Committee; (4) alter program content according to evaluation results or explain to their peers why changes should not be made. Currently, all of BRCC's occupational programs have developed assessment plans that have been documented and approved, though most were rejected upon their first submission to the Assessment Committee. A wide variety of variables, measures, and data sources have been chosen, though most departments have elected to use ad hoc surveys, standardized placement tests, and other straightforward methods to gather data. The advent of assessment has led the faculty at BRCC to reconsider and expand its role in governance, college planning, personnel changes, and decision making. (JMC)

Battistich, Victor; And Others
Developmental Differences in Social Problem Solving and Their Implications for Adjustment.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
PUB DATE- Apr 89
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Age Differences; Elementary Education; Elementary School Students; *Interpersonal Competence; Kindergarten Children; Longitudinal Studies; *Problem Solving; *Social Development
IDENTIFIERS- *Developmental Patterns; *Social Problem Solving

Children's development of social problem-solving skills and the relationships of those skills to social adjustment were longitudinally investigated from kindergarten through fourth grade. Social problem-solving skills of 300 subjects from three suburban elementary schools in a middle class community in northern California were assessed each year using one of two hypothetical-reflective interview measures: one focusing on interpersonal conflicts over the use of resources; the other on problems of object acquisition and peer group entry. Measures of social adjustment were obtained from teacher ratings and classroom sociometric assessments. Findings indicated that children of both sexes became increasingly skilled at solving common interpersonal problems, with the greatest change occurring between kindergarten and second grade. Children became increasingly assertive and effective in problem-solving responses, relying more on prosocial strategies and less on aggressive strategies or giving up. Children also increased in range of responses and ability to respond with a new strategy when initial attempts failed. Finally, children improved in their understanding of problem situations and the consequences of actions, and were more likely to interpret situations in terms of the needs and feelings of those involved. (RH)

ED 307 051 PS 018 000

Russell, Milicent D.
Increasing Home and School Involvement of Parents of Primary Grade Students through Communications, In-Service Training, and Workshops.

PUB DATE- 89
NOTE- 116p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; *Blacks; Elementary School Students; Inservice Teacher Education; *Parent Participation; Parents; Primary Education; Program Effectiveness; *Social Development; *Student Improvement; Volunteers; *Volunteer Training

A second-grade teacher implemented a practicum intervention designed to increase involvement of black parents in their children's educational and social development during the primary school years. Practicum goals were to improve social development of the students; increase the number of volunteers who had fulfilled city requirements; and increase parents' attendance at monthly PTA meetings and discussion and training sessions. Teacher and parent surveys revealed that teachers wanted parents to volunteer their services if the parents were first given workshops that would address school rules, classroom protocol, and volunteer responsibilities. Parents were interested in participating in school activities but either lacked the skills, felt intimidated, or did not recognize the need for their participation. The parent volunteer program that was implemented trained teachers and parents. Volunteers were provided with teaching strategies and instructional materials. Discussion sessions gave parents the opportunity to exchange information and ask questions. Practicum evaluation data indicated that outcomes were positive. The number of special, regular, and home-based volunteers increased. Students developed academically and socially due to increased instruction and attention from teachers and parents. Related materials are appended, including the results of teacher and parent surveys and sample activities calendars. (RH)

ED 306 769 FL 017 963

Mayer, Robert P.
A Use of the Natural Approach in a Beginning-Level EFL Class in Barcelona, Spain.

PUB DATE- Aug 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; *English (Second Language); Foreign Countries; *Grammar; *Instructional Effectiveness; Introductory Courses; Second Language Instruction; Student Attitudes
IDENTIFIERS- *Natural Approach (languages); Spain (Barcelona)

A beginning-level class in English as a Foreign Language (EFL) using the natural approach (NA) was conducted experimentally at the Institute of North American Studies in Barcelona, Spain from April through June, 1985. At the end of the ten-week term, the class of 17 students was given a communicative test and a structural test. A parallel conventional class was similarly evaluated. The NA students scored substantially higher on the communicative test than the parallel students but scored considerably lower on the structural test. Feedback elicited from the NA group indicated a positive reaction to this method, but with some suggestions for reintroduction of traditional classroom elements. (MSE)

ED 306 807 HE 022 468

Davis, George H.; And Others
Role of Temporary Faculty in Undergraduate Education at the Three Arizona Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 8p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Competition; *Educational Quality; Efficiency; Excellence in Education; Faculty College Relationship; Higher Education; Nontenured Faculty; Public Colleges; State Universities; Teacher Influence; Teacher Selection; Teacher Student Relationship; Undergraduate Study
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University;

*Temporary Employment; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this study focuses on the role of temporary faculty at Arizona's three public universities, noting that the quality of overall education of students taught by temporary instructors relates importantly to the care with which the instructors are recruited, trained, and evaluated and to their level of compensation. Though no one has proved that temporary instructors teach with less effectiveness than regular faculty, conditions of employment of temporary faculty are often limiting to exploitative, affecting the quality of the educational experience for the students. On all three Arizona campuses, many factors indicate students enrolled in entry-level mathematics and English cannot be receiving the quality of instruction they should expect. Arizona's hiring practices, training and orientation, operational support, performance evaluation, and salary compensation are noted. Four recommendations are: each university should examine the conditions of employment of temporary faculty in departments marked by heavy enrollment service loads; policy guidelines should be developed ensuring that the conditions of employment are consistent with institutional goals of quality education; institutional budgeting practices should be modified to allow most temporary faculty to be hired 4 months before the start of a semester; and planning and recruiting practices should be developed to minimize the use of part-time temporary faculty. (SM)

ED 306 831 HE 022 493

Davis, George H.
Survey of Administrative Service Operations at the University of Arizona, Arizona State University, and Northern Arizona University.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 15p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Policy; Competition; Educational Quality; Efficiency; Excellence in Education; Higher Education; Participant Satisfaction; Public Colleges; Questionnaires; State Surveys; *State Universities; *Student Personnel Services
IDENTIFIERS- *Administrative Services; Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Noninstructional Staff; Northern Arizona University; Support Services; University of Arizona

The results of a survey on administrative services at Arizona's three universities are presented as one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. This survey of faculty, staff, and student perceptions of the quality of service provided by selected academic and nonacademic operations included responses to 875 faculty/staff questionnaires and 524 student questionnaires. Results show that faculty and students at all three universities agreed that only 1 of the 25 administrative service operations is of very high importance (the library), and no operations were considered to be of low importance. It is specifically recommended that this same survey be implemented at 3-year intervals in order to track changes in quality through time. Appended are copies of the questionnaires. (SM)

ED 306 843 HE 022 567

Francis, Patricia
Center for Minority and Women's Studies.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Cortland. Coll. at Cortland.
PUB DATE- Mar 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; College Planning; College Students;

*Cultural Awareness; *Curriculum Development; Equal Education; Equal Opportunities (Jobs); Faculty Development; *Females; Higher Education; *Minority Groups; Models; Program Descriptions; Recruitment; Required Courses; School Holding Power; State Colleges; *Womens Studies
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *State University of New York Coll at Cortland

This paper discusses the Center for Minority and Women's Studies at the State University of New York (SUNY) College at Cortland. Changing demographics combined with a resurgent racism and continuing inequality for women pose significant challenges to higher education. The SUNY College at Cortland is meeting these challenges through the inauguration of a comprehensive set of new initiatives to transform the curriculum, support faculty development, add richness and diversity to the cultural life of the college community, improve recruitment and retention of minority and women faculty and minority students, and confront aspects of campus life which tend to produce an inhospitable climate for minorities and women. The Center coordinates large numbers of activities, such as developing new minors in Womens Studies, Hispanic Studies, and Jewish Studies, requiring that all students take a course dealing with issues of prejudice and discrimination, and showcasing the talents and accomplishments of many minority and women artists, scholars, and community and political leaders. The SUNY College at Cortland has mobilized its resources to present a unified and innovative approach to curriculum development, faculty development, the creation of a multi-cultural environment, and meeting the needs of women and minority students and faculty. (SM)

ED 306 893 HE 022 617

Nash, Robert T.; And Others

Project Success--A Remedial Program for Postsecondary Learning Disabled Students.

American Association of State Colleges and Universities, Washington, D.C.; Wisconsin Univ., Oshkosh.

PUB DATE- 1 Mar 89
NOTE- 48p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Failure; College Programs; College Students; Educationally Disadvantaged; Higher Education; High Risk Students; *Learning Disabilities; Models; Program Descriptions; Remedial Instruction; *Remedial Programs; State Universities; Supplementary Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Project Success; *University of Wisconsin Oshkosh

This paper discusses the major components of Project Success, a nationally recognized learning disabilities (LD) support program on the campus of the University of Wisconsin Oshkosh. Its goals include: each student will become academically and socially independent; each student will graduate from the University of Wisconsin Oshkosh or some other postsecondary institution; and each student will maintain a cumulative grade point average of 2.5 or better. The Project Success language remediation program, social remediation program, transitional program, and academic year remediation program are described. Because of the remedial focus, this program is unique among the many programs for postsecondary LD students. An important goal is to raise the language and social skills of its participants to a point that they are capable of functioning independently within 2 to 7 semesters after entering the program. Its success is best reflected by the fact that to date 84 students have graduated from some other four-year postsecondary institution. Further, 71% of all students who have enrolled in the program have either graduated or are presently pursuing a baccalaureate degree. Appended are: a Project Success summer schedule; job descriptions for the director and associate director; copies of articles about the program; a course syllabus; and-a course syllabus format. Contains 34 references. (Author/SM)

ED 306 916 HE 022 641

Junior High/Middle School Science Improvement Project.

American Association of State Colleges and Universities, Washington, D.C.; Fairleigh Dickinson Univ., Rutherford, N.J.; New Jersey Inst. of Technology, Newark.

SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton.
PUB DATE- 88
NOTE- 18p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
CONTRACT- 85-990600-754; 86-990600-754A
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Computer Assisted Instruction; *Computer Networks; Educational Technology; Faculty Development; Higher Education; Junior High Schools; Middle Schools; Models; Professional Development; Program Descriptions; *Regional Programs; Science Instruction; *Science Teachers; Secondary School Science; *Secondary School Teachers; State Universities; Teacher Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *New Jersey Institute of Technology

A junior high/middle school science improvement project established by the New Jersey Institute of Technology and Fairleigh Dickinson University is described in this report. Among project goals are: to improve teacher skills and qualifications in science teaching and offer access to instructional resources; to eliminate teacher isolation; and to develop inter-district collaboration. This collaboration among university and secondary school science teachers has resulted in a model for the professional development of science teachers and improvement of science curricula. The model includes a regional computerized resource-sharing network that actively involves teachers in exchanging and integrating successful approaches, materials and curricula into their teaching practices. Inter-district cooperation and participation in curriculum and resource development occurs because the geographical boundaries normally constraining such a process are eliminated. The network reduces isolation of teachers from their peers and provides opportunities to seek help from experienced colleagues and university faculty. It brings the outside world to the classroom and takes students into the world to discuss topics of interest with students in other locations, visit with scientists, and participate in inter-school activities. The use of computer conferencing has increased throughout the duration of the project. (Author/SM)

ED 306 928 HE 022 654

Gold, Milton J.
Retired Teachers as Consultants to New Teachers: A New Inservice Teacher Training Model. Final Report. Case 09-87.
American Association of State Colleges and Universities, Washington, D.C.; City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 24p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- 116H5-1670
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Consultants; Excellence in Education; Faculty Development; Higher Education; *Inservice Teacher Education; *Mentors; Models; Program Descriptions; Role Models; Staff Development; State Universities; *Teacher Improvement; *Teacher Retirement; Teaching Models; Urban Areas
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *City University of New York; New Teachers

A program initiated to demonstrate the use of retired teachers to enhance the quality of teaching by new teachers at the City University of New York is described in this report. Retired teachers were recommended by their former principals on the basis of criteria relating to mentoring functions. After a 4-day training period, mentors were assigned to schools with high teacher attrition rates where each mentor worked with three new teachers. They gave about 66 hours during the school year to each of the three teachers. Teachers, mentors, and school administrators were unanimously enthusiastic about the program. The project indicates that retired teachers, with adequate training and selection can provide helpful mentoring to new teachers, reducing attrition and improving their teaching performance through increased understanding of students, enhanced technical skills, and induction of new teachers into the social system of the school. Conclusions drawn from the program are: (1) mentors should be selected on the basis of their experience and their perceived aptitude for service as consultants; (2) a training period is essential to help retirees make the transition from teaching children to consulting with adults; (3) field services to mentors are essential to assist them in their own work; and (4) it is helpful if mentors do not have concurrent teaching duties with which mentoring may conflict. (SM)

ED 306 941 IR 013 785

Instructional Software BSAP Correlations for Language Arts, Mathematics and Science, Grades 1-8.

South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.

PUB DATE- May 88
NOTE- 114p.; For other reports on BSAP and computer software, see ED 253 887, ED 257 639, ED 265 077, ED 268 988, ED 295 592, and IR 013 786-787.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Courseware; Elementary Education; *Evaluation Criteria;

*Language Arts; *Mathematics Instruction; *Minimum Competencies; Minimum Competency Testing; *Science Instruction; State Programs
IDENTIFIERS- *Software Evaluation; South Carolina

This booklet serves as an advisory reference to available software programs that address specific objectives for students in grades 1-8 in all three Basic Skills Assessment Program (BSAP) curriculum areas--language arts, mathematics, and science. A description of the basic skills objectives precede each curriculum section. Information provided for each software package includes the title, Dewey Decimal classification, application and copyright, grade level, BSAP objective, computer assisted instruction mode, system requirements, producer/vendor and price. A separate section offers information, criteria, and forms for computer software evaluation developed by Project SEED (Software Evaluation Exchange Dissemination). A list of the names and addresses of software vendors/producers is provided, and a form to evaluate the booklet is included. (EW)

ED 307 021 PS 017 816

Hymes, James L., Jr.
Early Childhood Education, The Year in Review: A Look at 1988.
National Association for the Education of Young Children, Washington, D.C.
REPORT NO.- ISBN-0-935989-23-4
PUB DATE- 89
NOTE- 45p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (Catalog No. 289, $5.00. Free shipping on pre-paid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Advocacy; Child Abuse; *Day Care; *Early Childhood Education; Educational Innovation; *Educational Quality; *Federal Legislation; State Programs; Teacher Salaries
IDENTIFIERS- Bush Administration; *Child Health; *Project Head Start

This is a report on the happenings in early childhood education in the United States in 1988. Contents focus on: (1) the week, the year, and the decade of the young child; (2) the proposed Act for Better Child Care Services; (3) other child care developments; (4) other early childhood programs; (5) growth of pre-kindergarten programs; (6) the need for better salaries for child caregivers to improve the quality of services; (7) positions of influential organizations on quality of services; (8) deaths of colleagues; (9) special birthdays; (10) the little baby boom of 1987; (11) reports from the states; (12) the health scene; (13) advertising on children's television; (14) variation in child care; (15) Bush administration policies; and (16) information about the National Association for the Education of Young Children. (RH)

ED 307 067 PS 018 023

Bourg, Tammy M.; Liets, Lauren C.

Attributions and the Effects of Task Purpose and Goal Setting Strategies on Preschoolers' Compliance.

PUB DATE- Apr 89
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Compliance (Psychology); Expectation; *Performance Factors; *Preschool Children; Preschool Education; Sex Differences
IDENTIFIERS- *Goal Setting; Task Characteristics; *Task Purposes

A study was conducted to determine the correspondence between the effects of task purposes and goal-setting strategies on preschoolers' unmonitored compliance, and their internal attributions for compliance. A total of 97 preschool children of 4-5 years of age participated in two 5-minute compliance tests that employed a resistance-to-distraction task, an experimenter-absent compliance test, and an experimenter-absent plus disinhibition statement compliance test. The three types of task purposes were: Learning; Performance Evaluation; and No Purpose. The two goal-setting strategies were: Child Sets Task Goals and Experimenter Sets Task Goals. Preschoolers who performed a task for supposed evaluation purposes spent more time than did preschoolers who performed the task for supposed learning purposes. Corresponding attributional findings indicated that preschoolers who performed a task for evaluation purposes also expressed greater preference for, or attributed greater intrinsic interest to, the requested task than did preschoolers performing the task for learning purposes. Results suggest that internal attributions may partially contribute to preschoolers' compliance, but attributional explanations alone are not sufficient for an understanding of the relationship between socialization techniques and preschoolers' compliance. (RH)

Slesinger, Doris P.; Cautley, Eleanor
Estimation of Migrant and Seasonal Agricultural Workers in Iowa, Kansas, Missouri and Nebraska: Public Health Service Region VII. Final Report.
Wisconsin Univ., Madison. Dept. of Rural Sociology.
SPONS. AGENCY- National Migrant Referral Project, Inc., Austin, TX.; North Central Regional Center for Rural Development, Ames, Iowa.; Wisconsin Univ., Madison. Graduate School.
PUB DATE- Oct 88
NOTE- 94p.; Some tables and maps may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dependents; *Employment Patterns; Hispanic Americans; Maps; Mexicans; *Migrant Workers; Questionnaires; Research Methodology; *Seasonal Laborers; Social Science Research; Surveys; Tables (Data)
IDENTIFIERS- *Estimation; *United States (Midwest)

This research project estimated migrant and seasonal agricultural workers in four Midwestern States in 1988, using the Public Health Service's definitions of such workers. Researchers collected federal agricultural data and state reports on migrant education programs and crop patterns, and considered other potential data sources. Numerous methodological difficulties led to the decision to consult a network of knowledgeable persons in each state. These people provided data on numbers of workers and dependents, counties involved, crops, length of season, peak times, worker origins, worker ethnicity, and proportion of workers traveling with families. Comparisons of data from all sources produced estimates indicating the number of migrant workers and dependents in each county during a specified peak month. State totals of maximum estimated peak numbers of migrants and dependents are: workers 925, dependents 815 for Iowa; workers 2,890, dependents 3,070 for Kansas; workers 910, dependents 555 for Missouri; and workers 3,250, dependents 1,310 for Nebraska. Most migrants were Hispanics with a home base in Texas. Estimates for seasonal workers were based primarily on the 1978 and 1982 Censuses of Agriculture, and are believed to be similar to 1988 figures. Estimated totals of seasonal workers and estimated maximum number of dependents for each state in 1982 are, respectively, 14,805 and 21,275 for Iowa; 5,949 and 8,549 for Kansas; 8,637 and 12,411 for Missouri; and 6,701 and 9,629 for Nebraska. The size of the migrant and seasonal workforce is expected to remain stable for the next 5-10 years. This report contains 14 tables and maps, lists of data sources and contacts, a set of official definitions, and the survey questionnaire. (SV)

ED 307 120 SE 050 572

Charles, Randall I., Ed.; Silver, Edward A., Ed.
The Teaching and Assessing of Mathematical Problem Solving. Research Agenda for Mathematics Education Series. Volume 3.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-267-8
PUB DATE- 88
NOTE- 284p.; This document is the product of one of four NCTM Research Agenda Project conferences held during 1987. For the other volumes in this series see ED 295 835, ED 297 933, and SE 050 545.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($15.00, 20% discount for 10 or more copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Mathematics; Elementary School Mathematics; Elementary Secondary Education; *Mathematical Applications;

Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Mathematics Tests; *Problem Solving; Secondary School Mathematics; *Teacher Education; Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Education Research

This document contains overviews of current research, insights from teachers and tutors, and considerations of such issues as metacognition, choice of operations, and the testing of problem-solving skills. Papers include: (1) "Historical Perspectives on Problem Solving in the Mathematics Curriculum" (George M. A. Stanic and Jeremy Kilpatrick); (2) "For the Study of Mathematics Epistemology" (James G. Greeno); (3) "Treating Mathematics as an Ill-Structured Discipline" (Lauren B. Resnick); (4) "Problem Solving as Everyday Practice" (Jean Lave, Steve Smith, and Michael Butler); (5) "Problem Solving in Context(s)" (Alan H. Schoenfeld); (6) "Metacognition: On the Importance of Understanding What You Are Doing" (Joseph C. Campione, Ann L. Brown, and Michael L. Connell); (7) "Reflections about Mathematics Problem-Solving Research" (Frank K. Lester, Jr.); (8) "Uses of Macro-Contexts to Facilitate Mathematical Thinking" (John Bransford, Ted Hasselbring, Brigid Barron, Stan Kulewicz, Joan Littlefield, and Laura Goin); (9) "Choosing Operations in Solving Routine Story Problems" (Larry Sowder); (10) "Assessing Problem Solving: A Short-Term Remedy and a Long-Term Solution" (Sandra P. Marshall); (11) "Testing Mathematical Problem Solving" (Edward A. Silver and Jeremy Kilpatrick); (12) "Teaching as Problem Solving" (Thomas P. Carpenter); (13) "Teaching Mathematical Problem Solving: Insights from Teachers and Tutors" (Richard J. Shavelson, Noreen M. Webb, Cathleen Stasz, and David McArthur); (14) "Learning to Teach Mathematical Problem Solving: Changes in Teachers' Conceptions and Beliefs" (Alba G. Thompson); (15) "Preparing Teachers to Teach Mathematical Problem Solving" (Nel Noddings); (16) "Teacher Education and Mathematical Problem Solving: Some Issues and Directions" (Randall I. Charles); (17) "Teaching and Assessing Mathematical Problem Solving: Toward a Research Agenda" (Edward A. Silver). Lists of participants in working groups are appended. (YP)

ED 307 105   SE 050 539

Cummins, Catherine L.; And Others
The Hidden Curriculum within the Teaching of Science and Its Relationship to Current Science Education Goals.
PUB DATE- 89
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Objectives; *Educational Theories; Elementary Secondary Education; *Hidden Curriculum; Incidental Learning; *Science Education; Science Teachers; *Socialization; Student Development; Teaching Methods; Values

Many science educators have called attention to the need for teachers to prepare all types of students for a rapidly changing, technological world. Curriculum theorists have called for changes in a hidden curriculum of science they described as class specific and presenting science as a consensus arrived at by positivistic methods. This paper discusses the hidden curriculum in science education, current goals of science education, and suggestions for addressing the hidden curriculum. A portion of this paper discusses the place of science, technology and society curricula. A list of 68 references is included. (CW)

Cotera, Augustus S.; And Others

Progress Report: Access and Persistence of Minority Students in the Arizona Universities.

Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88

NOTE- 56p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *Access to Education; American Indians; Asian Americans; Bilingualism; Blacks; College Faculty; College Students; Community Colleges; Comparative Analysis; Competition; Demography; Educational Quality; Efficiency; Enrollment Trends; Excellence in Education; Higher Education; Hispanic Americans; *Minority Groups; Public Colleges; *State Universities; Student Financial Aid; Undergraduate Study
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this report presents statistical information on the progress of minority student access and persistence in the three Arizona Universities, Arizona's community colleges, and the Arizona Department of Education. Statistics for the colleges include headcount enrollment by ethnicity, bachelor's degrees awarded by ethnicity, student financial assistance, ethnic student financial assistance, faculty by ethnicity, new undergraduate students (withdrawals, persistence, and graduation), full-time student enrollment, student credit hours enrolled, enrollment by ethnic background by county, academic degrees by county, and headcount enrollment by age distribution. Arizona Department of Education statistics include language census and program report (primary home language), percentile rank in reading comprehension, reading comprehension subtest results by primary home language, Limited English Proficient (LEP) programs, summary of participation by school districts, and standardized test scores. (SM)

ED 306 819 HE 022 480

MacVicar, Robert
The Missions and Strategic Planning of Arizona's Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 9p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Planning; Competition; *Educational Quality; Efficiency; Excellence in Education; Higher Education; *Institutional Mission; *Mission Statements; Public Colleges; State Boards of Education; *State Universities; *Statewide Planning
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; *Strategic Planning; University of Arizona

As a part of the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, the history of statewide planning for postsecondary education in Arizona is presented. In 1974, the Board of Regents adopted a long-range planning document with statements of what it would not do to limit university aspirations and a list of institutional program additions that each university sought to add during the 5-year planning period of 1974-79. Following 1979, the Board revisited some of the planning issues and agreed that a clearly delineated mission statement should be created for the universities. The mission and scope of each of the four institutions were presented with the components of type of institution, degree levels offered, enrollment limits, physical plant, academic degree programs, and continuing education responsibilities. The resulting document is a compilation of the aspirations of the faculties and administration of each university rather than a clear statement of appropriate scope and explicit limits. The importance of a statewide mission document defining the needs to which the system will respond is stressed, noting that such a document should recognize the availability of educational programs in other regional states. It must deal with the issue of what programs are offered in Arizona, which ones need more than one offering by the system, and which institution will offer the program. Such a mission statement should be able to promote public understanding of higher education, promote credibility, insure economy, improve quality, enhance diversity of campuses and programs, and promote access to higher education. (SM)

ED 306 855 HE 022 579

Annis, Linda F.
A Center for Teaching and Learning.
American Association of State Colleges and Universities, Washington, D.C.; Ball State Univ., Muncie, Ind.
PUB DATE- 16 Feb 89
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; Educational Quality; Educational Strategies; Excellence in Education; Faculty Development; Higher Education; *Learning Strategies; Models; *Professional Development; Program Descriptions; Skill Development; State Universities; Teacher Effectiveness; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Ball State University IN

The Center for Teaching and Learning at Ball State University is described in this report. Designed to make continuing efforts to improve the teaching and learning process, it offers many unique programs aimed at disseminating knowledge on the subject and encouraging faculty to use the results of these activities to improve their teaching. Some of the special programs are: periodic presentations on topics of general interest (e.g. testing and evaluation, course planning and objectives, and the art of lecturing); a newsletter distributed every term to faculty and staff with information on past and future teaching and learning improvement activities and materials; the Teaching Improvement Process program (which uses trained faculty teaching consultants to work with other faculty members); consultation on teaching and learning issues on an informal basis; and a series of "Friday at Noon" discussion groups on teaching and learning issues. The Center is also a central source of assistance, resources, and encouragement for efforts to improve teaching and learning across the campus. It is estimated that about 10,000 faculty, students, and administrators are impacted by this project each academic year. (SM)

ED 306 905 HE 022 630

Wright, Elsie L.

The Teaching/Learning Center.

American Association of State Colleges and Universities, Washington, D.C.; Jacksonville State Univ., Ala.
PUB DATE- Feb 89
NOTE- 29p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *College School Cooperation; *Education Majors; Elementary Education; Higher Education; Individual Instruction; Models; *Preservice Teacher Education; Program Descriptions; Public Schools; Secondary Education; State Programs; State Universities; Student Development; Supplementary Education; Teacher Improvement; Teaching Methods; *Tutorial Programs; Tutoring
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Jacksonville State University AL

The Teaching/Learning Center (T/LC) described in this report is an on-campus, in-house afterschool, one-to-one tutorial site designed to let Jacksonville State University (JSE) preservice teachers experience early in their studies highly supervised tutoring with children of differing grades and ability levels. T/LC has supervised 4,132 education majors from 30 professors' classes in 29,865 hours of free tutoring of 1,837 children. Preservice teachers' activities in T/LC include: hands-on teaching/tutoring experience; computer literacy in computer managed instruction; writing daily lesson plans; preparing test items and using diagnostic instruments; and providing alternative modes of instruction. Tutored children receive 20 hours of free tutoring per semester in academic areas designated by parents or teachers. Teacher success after the T/LC experience includes: significantly higher mean scores in three of the four subtests on the Alabama Initial Certification Test; higher evaluations of the JSU Teacher Education Program by first-year teachers than in previous years without T/LC; and higher evaluations by principals of first-year JSU graduate teachers. Demonstrated academic and personal gains for students in a 3-month period include: better report card grades; math test scores increased about 8 months and reading test scores about 14 months; and self-concept test scores increased about 10 percentile points. Appended are a brochure describing T/LC and samples of press coverage of T/LC. Tables are included. Contains 9 references. (SM)

ED 306 956 IR 052 733

Molholt, Pat
Library Networking: The Interface of Ideas and Actions.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Bibliographic Utilities; Federal Aid; Government Role; *Information Systems; Library Automation; *Library Networks; *Library Role; Library Science; Library Services; Performance Factors; *Shared Resources and Services; *Standards; State Libraries; *Telecommunications; User Needs (Information)
IDENTIFIERS- Library Services and Construction Act; *Open Systems Interconnection

This report, which considers the role of networking activities associated with the technical telecommunication links that bind libraries, services, and patrons together, begins with a historical review of libraries and automation-based systems over the last 19 years. The importance of the development and implementation of standards in interactive library activities for librarians using state or regional telecommunications networks is then discussed, including such factors as the need for increased functionality, performance reliability, consistent user assistance, access, and participation in governance. Also discussed are the activities of the various regional networks involved in the Linked Systems Project (LSP), including the development of standards for information transfer between systems via the telecommunications standard known as the Open Systems Interconnection (OSI). The development of the Office of Library Program's leadership role in interlibrary cooperation, especially in the application of federal funding to inter- and intra-state cooperative programs for resource sharing, is also described. A concluding statement briefly discusses a number of issues currently involved in networking, and 10 recommendations are offered for the guidance of the Office of Library Programs in working toward the development of an underlying information infrastructure parallel with the telecommunications infrastructure being created by the National Science Foundation (NSF) and other federal agencies. (5 references) (CGD)

ED 306 996 JC 890 242

Matsen, Marie

Weekend College at Lane Community College: A Profile of Student Characteristics.
Lane Community Coll., Eugene, Oreg.
PUB DATE- 19 May 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; Nontraditional Students; Questionnaires; School Schedules; School Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Weekend Programs

During academic year 1988-89, a study was conducted at Lane Community College (LCC) to develop a profile of the students taking credit courses in the college's new Weekend College program, and to compare these students with other LCC students. A survey was administered in class, requesting information on students' reasons for taking classes at LCC and for taking classes on the weekend, scheduling preferences, previous college experience, sources of financial support, need for child care and other college services, and personal characteristics. Study findings, based on student records and survey responses from 279 of the 757 who attended weekend classes in fall 1988 or winter 1989, included the following: (1) of the students enrolled in Weekend College, 244 attended only weekend classes, 72 attended weekend and evening classes, 426 attended weekend and weekday classes, and 115 attended weekend, weekday, and evening classes; (2) students who took only weekend classes were more likely to be female and older than students who took classes on weekdays or evenings as well; and (3) in comparison to the college population as a whole, weekend-only students were more likely to be employed full-time, be attending college part-time, have children at home, and be attending to learn a new career or upgrade job skills. The survey instrument is included. (JMC)

ED 307 081 RC 017 063

Agriculture and Rural Viability.

North Carolina State Univ., Raleigh. Agricultural Experiment Station.
REPORT NO.- 88-3
PUB DATE- 88
NOTE- 42p.
AVAILABLE FROM- Department of Sociology, Anthropology, and Social Work, North Carolina State University, Raleigh, NC 27695-8107.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agriculture; Experiment Stations; Land Grant Universities; *Research and Development; Research Committees; Research Needs; Research Opportunities; *Research Projects; *Rural Areas; Rural Development; Rural Economics; Rural Extension
IDENTIFIERS- *Hatch Act

Agriculture and the rural economic bases in mining, fisheries, forestry, and natural resource extraction are experiencing major social and economic changes. The farm and rural crises of the 1980s are not short-term aberrations, but symptoms of long-term trends that were partially hidden by the relatively good times for agriculture and rural areas in the 1970s. The social and economic bases of rural America are at risk of permanent alteration or loss. Decisions are being made everyday that affect the viability of rural America as a place to work and live. These decisions are being made without adequate knowledge of the social and economic processes affecting agriculture and rural communities. A better understanding of these processes is necessary to maintain and improve life in rural America, to increase income, and to secure jobs for the future. Acquiring the necessary knowledge calls for a major research initiative on the complex relationships between agriculture, the rural economy, rural families, and rural communities. The Task Force on Agriculture and Community Viability has designed a research program to provide rural residents and private and public leaders with the information needed to develop public policies for viable systems of agriculture and support for rural Americans. This guide outlines the issues and related questions and research agenda of the program. Also included are the interagency connections for research support, research resources, and implementation procedures. This document contains 43 references. (ALL)

ED 306 770 FL 017 967

Stones, Valerie

An Elementary Language Culture Program.

PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 6-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cultural Awareness; *Cultural Education; Educational Strategies; Elementary Education; *Interdisciplinary Approach; Introductory Courses; *Language Role; Program Descriptions; Second Language Learning; *World History

A five-year course sequence focusing on the relationship of language and culture in world history is described. The program, beginning in grade 3, prepares students for later study of foreign and classical languages, develops English language skills, and cultivates general cultural interest. At the first level, students are introduced to some common factors of culture: history, migration, customs and beliefs, and the normalcy of linguistic and cultural change. Six cultures are highlighted: Mexican, African, Chinese, Japanese, Indian subcontinental, and that of the classroom. Level Two begins by examining major influences on the modern world deriving from ancient Greece. Three major aspects of Greek culture are addressed: myth, cultural debt to ancient Greece, and development of the alphabet. Level Three examines Roman language and culture, and addresses such topics as dress, housing, the town, architecture, the zodiac, education, and the gods. These three levels emphasize active class participation. The fourth level ties Latin, French, and English together through study of Roman, Gallic, and Norman French history and continues to the cultural debt owed to later French history. Level Five addresses French cultural history from 1789 and then moves to basic Latin and French grammatical principles. (MSE)

ED 306 784 HE 022 434

Lynch, Kathleen Bodisch; Woode, Moses K.

Predicting Admission of Minorities into Medical School.

PUB DATE- 16 Nov 88
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Medical Colleges (Chicago, IL, November 16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Admission Criteria; *College Applicants; Enrollment Influences; Higher Education; *Medical Schools; *Minority Groups; Predictor Variables; Selective Admission
IDENTIFIERS- University of Virginia School of Medicine

A study identifying the relationships between quantitative academic characteristics--specifically, grade point average (GPA) and MCAT scores--and admission into medical school for minorities is presented. Explanations are proposed for contradictory findings related to this question that have appeared in literature. Data from 58 minority student participants in the University of Virginia School of Medicine summer academic enrichment programs who went on to apply to medical school were analyzed. The 49 students who were offered medical school acceptance ultimately enrolled in 17 different medical schools. The major study findings are as follows: the variables that together best explained a statistically significant proportion of the variance in medical school admissions decisions for minority students were performance on the MCAT quantitative subtest, on the MCAT reading subtest, and on the MCAT physics subtest; the three variables with the strongest simple correlations with admission into medical school were performance on the MCAT quantitative subtest, on the MCAT science subtest, and on the MCAT physics subtest; overall GPA did not explain a significant proportion of the variance in the medical school admissions decisions, either alone or in combination with other variables; and the study findings conflict in several ways with the reported results of two previous studies. The conclusions of the current study should be considered preliminary because of the relatively small sample size and the need for comparison data on non-minority students. Tables are included. Contains 2 references. (Author/SM)

ED 306 970 JC 890 201

Grossman, Gary M.; Gyuro, Steven J.
Approaching a Comprehensive Institutional Plan for Western Iowa Tech Community College: Building a New Siouxland.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY- Western Iowa Tech, Sioux City.
PUB DATE- Mar 89
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; College Curriculum; *College Planning; *College Role; Community Colleges; *Curriculum Development; Demography; *Economic Development; *Educational Development; Educational Facilities Planning; Enrollment Trends; Financial Support; Liberal Arts; Population Trends; Private Financial Support; School Holding Power; Statewide Planning; Transfer Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Iowa

This report analyzes the challenges posed to Western Iowa Tech Community College (WITCC) by national, state, and local trends, and offers a plan for institutional improvement and community development. Part I highlights the following issues of concern to the college: the changing nature of the workplace, new providers of postsecondary education, increased state pressure for a comprehensive college mission, and changes in local economic, social, and demographic structures. Specific challenges facing WITCC are identified as the lack of a strong arts and sciences program, stable enrollment levels and high attrition, the need for additional facilities to accommodate the call for an expanded mission, and the need to develop external financial resources in a more systematic and comprehensive fashion. Part II discusses options and offers recommendations for dealing with these challenges. The key recommendation is that WITCC participate in a PIER (Preparation, Implementation, Evaluation, and Refinement) strategic planning process to introduce necessary changes over a five-year period. Under this plan, the college will establish a comprehensive arts and sciences program as early as possible, upgrade the vocational-technical education curriculum, create a systematic approach to resource development, devote more attention to student services, and develop a better approach to serving the occupational development needs of high school students. (ALB)

ED 307 052 PS 018 001

Ward-Cameron, Kathy
Establishing an In-House Information and Referral Service at a Corporate On-Site Child Care Center.
PUB DATE- 89
NOTE- 33p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Day Care; Early Childhood Education; *Employer Supported Day Care; Fringe Benefits; *Hospitals; *Information Services; *Placement; Program Effectiveness; *Referral
IDENTIFIERS- *Temporary Child Care

The manager of an on-site corporate child care center located at a medical center in the southeastern United States implemented an in-house information and referral service to assist parents attempting to locate appropriate temporary child care near their homes or work-sites. Medical center employees were given a detailed listing of all child care centers located within a five-mile radius of the hospital and the telephone numbers of two local child care resource and referral agencies from which they could obtain listings of family day care homes and child care centers near their homes. Additional information was provided to help parents select a setting that offered high quality care. Practicum evaluation data indicated that a high percentage of parents requesting assistance from the service found places in alternative child care settings. Related materials are appended, including survey forms. (RH)

ED 306 868 HE 022 592

Forrester, Donald W.

Leadership Kennesaw. Kennesaw State College's Program of Faculty Leadership Development.

American Association of State Colleges and Universities, Washington, D.C.; Kennesaw Coll. Marietta, GA.

PUB DATE- 15 Feb 89
NOTE- 14p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Faculty; *Faculty Development; Higher Education; Institutional Environment; *Leadership Training; Models; Professional Development; Program Descriptions; State Colleges; Teacher Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Institutional Vitality; *Kennesaw State College GA

Leadership Kennesaw, a 1-year program designed to cultivate an institutional perspective and the leadership potential of a select cross section of the faculty at Kennesaw State College, is described in this report. The leadership model used in developing this project was a successful concept long used by chambers of commerce to promote knowledgeable community leadership (Leadership Georgia, administered by the Business Council of Georgia). Monthly programs in Leadership Kennesaw focus on the nature of leadership, the challenges in higher education, the economic and political environment and institutional strategy. The results have been overwhelmingly positive in promoting increased understanding of the workings of the college, institutional change, and collegial perspectives. Participants provide regular evaluation of the program. Important values of such a faculty leadership development program include the following: tired faculty are revitalized; young or new faculty are quickly brought into campus activity; a sense of partnership with the administration and community is developed; and a valuable network of colleagues is developed. To be successful, such a program must be flexible, current, relevant to faculty needs, and faculty-guided. Its primary thrust must be professional, with human relations aspects included. (SM)

ED 306 881 HE 022 605

Cho, Pill Jay
Gerontology Training for Minorities.
American Association of State Colleges and Universities, Washington, D.C.; Grambling State Univ., La.
REPORT NO.- ISBN-0-87411-275-3
PUB DATE- Nov 88
NOTE- 92p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aging (Individuals); *Aging Education; *College Programs; Demography; Evaluation Criteria; *Gerontology; Higher Education; *Internship Programs; Labor Demands; Labor Supply; *Minority Groups; Models; Older Adults; Program Descriptions; Social Work; Social Workers; Socioeconomic Influences; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Grambling State University LA

The Grambling State University Minority Management Internship in Aging program described in this report was designed to provide internships to social work students to aid the minority elderly. The status of the elderly in the United States and the personnel and agencies that assist them are discussed in the following chapters: (1) "Introduction" (demographics, life expectancy and income); (2) "Personnel Needs, Training and Recruitment" (Administration on Aging efforts; salary and prospects for gerontology graduates; and two articles: "Personnel and Training: Perspectives from a State Agency," by Mary Bethel, and "Training and Recruitment: Experiences of a Local Agency," by Jo Ann Hodge); (3) "Lack of Minority Participation" (the special disadvantagement of minority elderly); and (4) "Efforts to Increase Minority Participation" (description of this project, including recruitment and selection of host agencies, recruitment and selection of interns, agreement and understanding, internship, monthly conferences and seminars, and evaluation and achievement). Appendices provide tables of statistical data supporting the report; list the host agencies and interns; and provide samples of the letters of agreement, conference reports, and intern performance evaluation form. Contains 117 references. (KM)

ED 306 942 IR 013 786

Instructional Television Building Coordinator's Guide, 1988-89.
South Carolina Educational Television Network Columbia.
PUB DATE- 89
NOTE- 62p.; Photographs may not reproduce clearly. For related reports, see ED 268 980, ED 277 360, and IR 013 785-787.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; *Audiovisual Coordinators; Copyrights; Courseware; *Curriculum Enrichment; Educational Radio; *Educational Television; Elementary Education; Microcomputers; *Programing (Broadcast); *Video Equipment; Videotape Recordings
IDENTIFIERS- *South Carolina

This guide/calendar provides information on instructional television, audiotapes, and computer resources for elementary school building coordinators for instructional technology. Suggestions and guidelines are given for resource allocation, equipment purchase and maintenance, scheduling, off-air taping for classroom use, copyright restrictions, a district policy on software copyright, and use of microcomputers and software. Black and white photographs and several comprehensive checklists are included. In addition, a complete listing of all the programs offered by the South Carolina Educational Television Network for the 1988-89 school year is provided. Diagrams and illustrations are included as well as six annotated references. (EW)

ED 306 943 IR 013 787

Instructional Television in South Carolina, 1958-1988.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- 88
NOTE- 36p.; Some photographs may not reproduce clearly. For related reports, see ED 268 980, ED 277 360, and IR 013 786.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; *Educational Radio; *Educational Technology; *Educational Television; Elementary Secondary Education; Publications; *Public Schools; Staff Development; *State Departments of Education
IDENTIFIERS- *South Carolina

This report reviews the 30-year history of the provision of instructional television by the South Carolina Department of Education's Office of Instructional Technology and the South Carolina Educational Television Network. Black and white photographs and text show the history of educational television programming and its utilization, as well as publications and staff development programs provided by the Office of Instructional Technology. A year-by-year summary of the highlights of instructional technology in the state from 1957-58 through 1987-88 concludes the report. (EW)

ED 307 009 JC 890 256

Osborn, Frances
Environmental Scan: A Strategic Planning Document.
Monroe Community Coll., Rochester, N.Y.
PUB DATE- May 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Demography; *Economic Climate; Educational Attainment; Educational Finance; *Employment Patterns; Enrollment Projections; *Enrollment Trends; *Institutional Characteristics; Minority Groups; Occupational Information; Population Trends; Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Environmental Scanning

Information, perceptions, and predictions from a variety of sources are brought together in this document to help guide planning and decision making at Monroe Community College (MCC). The first section examines national events and trends with implications for the future of MCC, including employment projections; educational norms; data on community colleges, high schools, proprietary schools and their students; trends in business, manufacturing, and international trade; information on consumer use of telecommunications; and population trends. The next section offers information on New York State, reviewing demographic and educational trends, community college student characteristics, and institutional characteristics. Next, data on Monroe County and the city of Rochester are provided, including profiles of county demography; manufacturing, business, and industry; involvement in international trade; economic development initiatives; and quality of life. The final section examines MCC in terms of enrollment, part-time students, full-time equivalent enrollments, geographic origins of students, non-credit programs, graduates, faculty characteristics, minority enrollment, facilities, accreditation, articulation agreements, and private fund raising. Results of a survey of job vacancies in Rochester are appended. (ALB)

ED 307 022 PS 017 901

Barman, Jean
Constructing the Historical Ethnography of Childhood through Oral History.
British Columbia Univ., Vancouver. Dept. of Social and Educational Studies.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 27 Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chronicles; Culture; *Ethnography; Memory; *Oral History; *Participant Observation; *Research Methodology; *Writing (Composition)
IDENTIFIERS- *Childhood Experiences; Historical Methods; Objectivity; Researcher Role; Subjectivity

The intersection of the ethnographer's method of participant observation and the historian's central concern with chronology provides a potentially useful approach for construction of a historical ethnography of childhood through oral history. The first stage of ethnographic activity, fieldwork centered in participant observation, is not unlike the process which occurs each time the oral historian knocks on the door of a potential interviewee. The face-to-face encounter inevitably combines participation with observation, and subjectivity with objectivity. The subjective-objective dialectic inherent in both ethnography and oral history makes the second phase of research, the representation of texts obtained in the field, a matter of critical importance. This second stage embodies particular complexities, for each participant observer takes from the field not only data, but also a sense of responsibility as to its best representation, or textualization. The oral historian, however, must also engage in an ongoing dialectic between past and present. Once recollections are interpreted as to what they have to tell about the present, attention must be given to interpretation of the past, as far as possible in its own terms. At this point, insights derived from the concept of participant observation must be broadened if the historical ethnography of childhood is to be constructed. (RH)

ED 307 037 PS 017 965

Swick, Kevin J.
Parenting during the Early Years: A Foundation for Relationships.
PUB DATE- Apr 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Rearing; Guidelines; *Interpersonal Relationship; *Parent Child Relationship; Parent Education; *Parenting Skills; Parent Role; *Self Concept; Self Esteem; Young Children

The way in which parents develop perceptions and relationships for functioning in a family leadership role is discussed. Topics addressed include: (1) beginning with selfhood; (2) relating to others; (3) relating to parenting; and (4) relating to vocation. The most extensive discussion is that of relating to others, which explores four relationship patterns that can help one to nurture a sense of mutuality with others: spending time with others, having high regard for others, "listening to their needs," and building a sense of vocation with others. Parenting can be filled with the meaning of vocation only when parents have a good sense of their identity, a positive image of themselves, growing relationships with others, a sense of parenting as vocation, and a belief in the mission of decency that parenting embraces. (RH)

ED 307 068 PS 018 024

Willatts, Peter; Rosie, Karen

Planning by 12-Month-Old Infants.

PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Foreign Countries; *Infants; Performance Factors; Piagetian Theory; *Planning; *Problem Solving
IDENTIFIERS- *Great Britain; *Task Characteristics

In an investigation of 1-year-olds' ability to plan a sequence of steps, 20 infants were administered a compound means-ends problem. In a planning condition, a barrier was placed in front of a cloth at the far end of which was placed one end of a long string. A toy was fastened to the other end of the string and was placed on a table at some distance from the cloth. To retrieve the toy, the infant had to remove the barrier, pull the cloth, and grasp and pull the string. In a control condition, the same arrangement of barrier, support, and string was used, but the toy was visibly separate from the string. Each infant was given five trials on both conditions with order counterbalanced. Findings revealed that when the toy was fastened to the string, infants were more likely to remove the barrier without playing with it, were quicker to reach for the support, and retrieved the string more frequently. When the toy was separate from the string, infants played more with the barrier, were much slower to contact the support, and often failed to retrieve the string. Order of task had no effect on performance. Results indicate that 12-month-olds are able to plan a series of steps to achieve a goal, and are not restricted to the use of trial-and-error methods in which problems can only be solved by proceeding one step at a time. (Author/RH)

ED 307 106 SE 050 546

Hurt, C. D.
Information Sources in Science and Technology. Library Science Text Series.
REPORT NO.- ISBN-0-87287-582-2
PUB DATE- 88
NOTE- 362p.
AVAILABLE FROM- Libraries Unlimited, P.O. Box 3988, Englewood, CO 80155-3988 ($29.50 cloth--ISBN-0-87287-581-4; $21.50 paperback--ISBN-0-87287-582-2).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Books (010)
DESCRIPTORS- Biology; Biomedicine; Chemistry; Engineering; Environment; Geology; *Information Sources; Information Utilization; Mathematics; Physics; *Sciences; *Scientific and Technical Information

The intent of this book is to give the reader an insight into the possible reference sources available in the area known as science and technology. One purpose of this book is to allow the student of this literature to enter the maze of material without feeling unduly overwhelmed. The first chapter covers the history of science, specifically: astronomy; biological science and agriculture; chemistry; geoscience; mathematics; physics; technology; and medicine. Chapter two covers multidisciplinary sources of information including guides to the literature; abstracts; encyclopedias; dictionaries; handbooks; serials; directories; catalogs; dissertations; meetings; translations; copyrights; and government reports. Major areas of concern are astronomy; biology; botany and agriculture; chemistry; geosciences; mathematics; physics; zoology; general engineering; civil and construction engineering; production and processing engineering; transportation engineering; and biomedical sciences. Each area of content is broken down into guides to the literature, abstracts, encyclopedias, dictionaries, handbooks, and directories about that area. (MVL)

ED 306 796 HE 022 457

Cowart, Vinette
Student Financial Assistance in the Arizona Public Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88

NOTE- 22p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Access to Education; College Students; Community Influence; Competition; Demography; Educational Quality; Efficiency; Excellence in Education; Federal Aid; Grants; Higher Education; Minority Groups; Need Analysis (Student Financial Aid); Public Colleges; Scholarships; Socioeconomic Influences; State Aid; *State Universities; *Student Financial Aid; Student Loan Programs; Tuition; Work Study Programs
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

Information on student financial assistance at Arizona's three public universities is presented as one working paper in the final report of the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness. Statistics are provided on the following: students; distribution of financial aid; federal financial aid; state financial aid; other states' plans; potential barriers to a university education (minority and socioeconomic considerations, and demographics); environmental influences of community; financial aid application; financial aid offices; indebtedness (loans); and financial aspects of persistence. Presently, Arizona's financial aid system works best for those who make effective contact with the university structure. Recommendations include: the state should develop a financial assistance program for resident students with financial need in which loan indebtedness is kept to a minimum; institutions should actively seek additional private funding for scholarships; and the ABOR should continue its tuition/fee waiver program. An appendix discusses types of aid (College Work-Study Program, loans for parents, Native American grants, Carl D. Perkins National Direct Student Loan, Pell Grants, private scholarships, regents' tuition/fee waivers, Stafford Student Loans, State Student Incentive Grant, Supplemental Educational Opportunity Grant, supplemental loans for students, and a tuition set aside program. Contains 47 references and 5 tables. (SM)

ED 306 808   HE 022 469

Talbott, Mary J.; And Others
Temporary Faculty in the English and Mathematics Departments at the Arizona Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 18p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjunct Faculty; *College English; College Faculty;

*College Mathematics; Competition; Educational Quality; Efficiency; Excellence in Education; Faculty College Relationship; Higher Education; Nontenured Faculty; Part Time Faculty; Public Colleges; *State Universities; Teacher Influence; Teacher Student Relationship; Undergraduate Study; *Work Environment
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

A study focusing on temporary faculty within the English and mathematics departments at Arizona's three public universities is presented as one of the working papers in a final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Literature on part-time faculty and institutional policies is reviewed, and department level personnel management practices are identified. Areas discussed include: faculty titles; other classifications; characteristics of temporary faculty at the three state universities; what this faculty teaches; compensation and benefits; work and working conditions of temporary faculty; mathematics and the integration of temporary faculty; English and the integration of temporary faculty; support services; decision making and committee work; status; and hiring, orientation, and evaluation. Eleven recommendations include: modify budgeting practices to permit temporary faculty to be hired at least 4 months before the start of a semester; generate and distribute information about the employment practices, impact on student learning, and impact on the organization; consider more stable working and permanent relationships by the department and institution for full-time temporaries; develop a qualified pool of applicants for part-time faculty positions; provide an equitable compensation structure for part-time faculty; and develop an evaluation system aimed at improving part-timers' teaching effectiveness. Contains 14 references. (SM)

ED 306 832 HE 022 494

Johnson, Edward
Statutory and Regulatory Barriers to Greater Efficiencies in the Arizona University System.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 14p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; Competition; Educational

Quality; *Efficiency; Excellence in Education; Higher Education; Laws; *Legal Responsibility; Public Colleges; *State Standards; *State Universities
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document organizes the responses of Arizona's universities to questions on statutory and regulatory barriers to greater efficiency. Each statute, regulation, or policy is noted with commentary and recommendations, where offered. A collective agenda for review and possible action by the Board of Regents is provided. Areas considered are as follows: academic policies (e.g., enrollment and admission requirements); business and finance (e.g., workers compensation, university risk management coverage, purchase of insurance, sales and use tax, abandoned property, capitalization threshold, procurement procedures, public finance, and vacancy savings); fees, residency, and financial aid (e.g., the Higher Education Amendments of 1986, the Tax Reform Act of 1986, federal regulations affecting students, classification of persons for tuition purposes, registration fee waivers, and academic scholarships); personnel policies (e.g., group health and accident coverage for retired public employees, membership in the retirement system, withholding tax, classification administration policy, sick leave, and rules for licensure); buildings and land (e.g., building construction and repair and administrative rules and submission of building plans); and research. (SM)

ED 306 844 HE 022 568

Course Development for a New General Education Curriculum.

American Association of State Colleges and Universities, Washington, D.C.; West Virginia State Coll., Institute.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- Jan 89

NOTE- 29p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

GRANT- 116AH60914

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Black Colleges; *College Curriculum; *Core Curriculum; Course Content; Course Descriptions; Cultural Awareness; *Curriculum Development; *General Education; Higher Education; Human Relations; *Interdisciplinary Approach; Learning Experience; Models; Program Descriptions; Race; Required Courses; Sex; State Colleges

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *West Virginia State College

West Virginia State College's course development for a new general education core curriculum is described in this report. The process of curricular change that led to the development of new courses entitled "Origins" (investigating the origins of the universe, earth, human life, the mind, and society) and "Race, Gender, and Human Identity" (reflecting the unique history and mission of the college as a historically black college) is explained. These interdisciplinary, team-taught courses are required of all students in baccalaureate degree programs. The new general education core curriculum at the college is an attempt to define a common learning experience for all students. The components of the core curriculum are structured into three groups (interdisciplinary matrix, intellectual and personal development, and modes of inquiry). This project has determined the following: curricular change in general education should begin with a thorough review of the strengths and weaknesses of the current curriculum; change must be based on the institution's mission, resources, student background and needs, and the sense of the need for change; the core curriculum should include distinctive components that reflect the educational values of the institution; and faculty support is essential for innovative approaches to teaching. Appended are an outline of the core curriculum and syllabi for the two courses. (SM)

ED 306 894 HE 022 619

Dagavarian, Debra A.

Portfolio Assessment.

American Association of State Colleges and Universities, Washington, D.C.; Thomas A. Edison State Coll., Trenton, NJ.
PUB DATE- Feb 89
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Students; *Credentials; Educational Innovation; *Experiential Learning; Higher Education; Models; *Nontraditional Education; *Portfolios (Background Materials); *Prior Learning; Program Descriptions; State Colleges; Work Experience
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Thomas A Edison State College NJ

The portfolio assessment process at Thomas A. Edison State College is described in this report. Through portfolio assessment, the school helps students identify and gain credit for college-level skills and knowledge acquired through work, volunteer activities, independent reading, military or corporate training, and life experiences that may be hard to demonstrate by traditional methods. Students earn college credits by proving what they know, regardless of how they learned it. They put together a portfolio of documents, paperwork, and evidence that verifies college-level knowledge. Portfolio advisors help students review rough drafts of material, identify the best documentation, verify learning, and make relevant decisions about their portfolios. Documentation can include such things as computer programs, poems, artwork, tapes, and letters from employers. The entire assessment process may take from a month to a year, and students may begin working on the portfolios at any time during the year. If the student has a great deal of knowledge in a particular field but no documentation to prove it, it is possible to opt for an exam. A portfolio includes the course description, narrative, and evidence. A qualified faculty assessor reviews the portfolio and makes recommendations either to award or deny credit or requests additional information or testing. About 90% of all credits requested through this program are awarded. (Author/SM)

ED 306 929 HE 022 655

Bondurant-Utz, Judith; Wyly, M. Virginia
Infancy/Preschool Education Specialization.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Buffalo. Coll. at Buffalo.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 25p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Certification; Disabilities; *Early Childhood Education; *Education Majors; Family Counseling; Handicap Identification; Higher Education; High Risk Persons; *Infants; Intervention; Masters Programs; Models; Practicums; *Preschool Children; Program Descriptions; Questionnaires; State Colleges; State Universities; *Teacher Education
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *State Univ of New York at Buffalo

The Infancy/Preschool Education Specialization program at the New York State University College at Buffalo is described. This personal training program prepares master's level candidates to become certified educators of infants and preschoolers with handicapping conditions. It is a cooperative program between the Exceptional Education, Psychology, and Speech Language Pathology and Audiology departments of the school, and students must take courses focusing on infant specialization from each department. It trains educators to serve both at-risk and preschool children and their families. Project goals are to: teach them to assimilate and use knowledge from many disciplines to assess at-risk infants and preschoolers; plan intervention methods; and work effectively with family members. Program components include training in infant/preschool assessment, developmental and neonatal intervention, managing family and child stress, and language and communication strategies. Practicum sites include infant and preschool intervention programs and medical and hospital programs. From 1985-1988, 14 educators have graduated from this program and 30 more are enrolled. Appended are a copy of the pre/post specialization questionnaire and a copy of the graduate exit evaluation form. Contains 3 references. (Author/SM)

ED 306 983 JC 890 229

Conklin, David
High School/College Collaboration that Promotes High School Success.
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Freshman Year Experience Conference, Northeast (White Plains, NY, April 21-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *College Bound Students; *College School Cooperation; Community Colleges; Cooperative Programs; High Schools; High School Students; Inservice Teacher Education; Junior High Schools; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Mercer County Community College NJ

Over the past few years, Mercer County Community College (MCCC) in Trenton, New Jersey, has developed several programs and activities to promote a closer relationship between the college and local junior high and high schools. The programs are built on the premise that well-prepared students are more likely to persist through high school and succeed in college. Some of MCCC's efforts have focused on improving communication between college and school personnel, including: (1) the creation of opportunities for local public school administrators to meet and hear experts in the field of education; (2) dinners for high school and college math, science, and English teachers held on the college campus; (3) in-service training to improve the way in which elementary science instructors teach science and increase their confidence in conducting in-class demonstrations of basic scientific principles; (4) the Distinguished Lecture Series to which high school students and their teachers are invited; (5) the Visiting Lecture Program, which involves MCCC faculty in making presentations to junior and senior high school classes; and (6) one-to-one working relationships between faculty in MCCC's Humanities Division and their counterparts at a local high school. Other activities have been undertaken to promote the academic achievement of junior and senior high school students. These include Career Days, during which practicing professionals talk to students about their fields; the distribution to junior high schools of a brochure on selecting the right high school courses to prepare for college; the publication of "Aspirations," a collection of writings by high school students; cooperative planning so that MCCC's theatrical productions can be used as an instructional resource in high school English classes; the operation of a Performing Arts High School on MCCC's campus; and an annual Teen Arts festival of workshops and competitions. (ALB)

ED 306 997 JC 890 243

Stern, Joanne V.
Staff Members as Lifelong Learners.
PUB DATE- 22 Feb 89
NOTE- 20p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Community Colleges; *Educational Needs; Faculty Development; *Lifelong Learning; Personnel Evaluation; *Professional Development; Program Content; Program Development; Program Evaluation; *School Personnel; *Staff Development; Two Year Colleges

Based on the assumption that all community college staff members should be lifelong learners, this paper outlines the purposes and principles underlying a quality staff development program and enumerates the elements, activities, incentives, and other considerations that are necessary for the program to be successful. First, the purposes of staff development are identified as the improvement of instruction, professional skills, and organizational functioning, as well as personal growth. Next, six principles for a successful staff development program are stated, among them that lifelong learning is a goal for both students and staff; instruction for adult staff members should be based on the principles of androgogy; and staff development emphasizing growth, rather than the remediation of deficiencies, is more likely to facilitate learning and development. Program elements are listed next, including institutional and professional needs assessment, self-assessment, appropriate incentives, a statement of goals, and staff development opportunities. The next section outlines activities to be included in the staff development program, such as summer and year-long institutes, staff retreats, in-house seminars, encounter groups, and attendance at conventions and professional meetings. Next, topics to be considered for inclusion in the development program are suggested, including skills training in educational technology, active involvement in the classroom, conflict resolution, and stress management. The final sections address possible incentives for involvement (e.g., tuition reimbursement and waivers, sabbatical leaves, travel funding, and salary advancement); staffing needs for program administration; the relationship of staff development and performance evaluation; and considerations for program evaluation. Appendixes include a list of the 23 most frequently stated goals for community college staff development programs, a list of topics to be included in a needs assessment survey, and suggested program evaluation criteria. (ALB)

ED 307 053 PS 018 002

Irving, Virginia
Promoting Prosocial Behavior To Nurture Caring in Head Start Teachers and Children.
PUB DATE- 88
NOTE- 112p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Caregivers; Compensatory Education; *Day Care; Mass Media Use; Parent Participation; *Preschool Children;

Preschool Education; *Prosocial Behavior; Reading Materials; Role Playing; *Student Improvement; *Teacher Improvement; Television Viewing
IDENTIFIERS- Mister Rogers Neighborhood; *Project Head Start

A Head Start education coordinator who supervised personnel associated with nine child care centers implemented a practicum intervention designed to provide a program of cognitive and affective learning experiences that would help teachers and parents nurture prosocial behaviors in preschool children. A total of 23 teachers and teacher aides, 222 children of 4 years of age, and 8 parent volunteers participated in the intervention. Teachers and parents read books with prosocial content to the children. Children and teachers viewed 15 pretaped segments of the "Mister Rogers Neighborhood" television programs. Seminars on social learning theory for parents and teachers were conducted, and teachers and teacher aides participated in a workshop on role-playing. Practicum evaluation data indicated that teachers and teacher aides had increased in awareness of social behaviors and were using role-playing techniques with increased effectiveness. By the end of the intervention, participating children exhibited increased frequencies of helping, sharing, caring, and donating behaviors. Appended materials are related to behavioral observations and records of change, seminar agendas, parent participation, and reading materials for children. (RH)

ED 307 094 RC 017 101

Hare, Dwight
Teacher Recruitment in Three Rural Louisiana Parishes: The Development of Recruitment Materials.
PUB DATE- 88
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Toronto, Canada, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Institutional Cooperation; *Labor Market; Material Development; *Rural Schools; School Districts; Small Schools; *Teacher Recruitment; Teachers; Teaching Conditions
IDENTIFIERS- *Louisiana; *Recruitment Materials

Prior research has suggested that solutions to teacher labor market problems must take into account the importance of local context and indigenous labor market forces. With this in mind, three rural school systems in north Louisiana collaborated with the Louisiana Center for Rural or Small Schools (LaCROSS) to develop teacher recruitment materials. LaCROSS researchers interviewed school administrators, teachers, and local officials to determine the elements in each parish and its schools that might attract prospective teachers. Recruitment materials were then tailored to local market forces. For Jackson Parish, packets, videos, and slides emphasized a high teacher pay supplement, proximity to urban centers and area universities, availability of housing and recreational activities, and an industrial tax base. For Franklin Parish, packets, videos, and slides emphasized a developing urban hub and industrial base, advantages of small rural schools, and availability of recreational activities and a university branch campus. For very rural Tensas Parish, a brochure emphasized advantages of small rural schools and opportunities for certification, entry level teaching, and teaching "back home." An appendix contains samples of these recruitment materials. (SV)

ED 307 121 SE 050 573

Thornton, Karen
Utilizing the ReQuest Procedure for Proof-Writing in Geometry.
PUB DATE- 87
NOTE- 13p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Geometry; Mathematical Concepts; *Mathematical Logic; Mathematical Models; Mathematics Achievement; *Mathematics Instruction; *Mathematics Skills; Program Descriptions; *Proof (Mathematics); Questioning Techniques; Secondary Education; Secondary School Mathematics
IDENTIFIERS- *Request Procedure
Proof-writing is probably one of the most difficult skills for students to master in geometry. This may be due to the fact that students are not being taught the critical thinking skills necessary for proof-writing. The purpose of this paper is to illustrate how the ReQuest method can be used in the geometry classroom to improve students' question generation and proof-writing skills. In the first part of the treatment, a teacher must establish an atmosphere which is conductive to student participation and students will need to master the basic mechanics of questioning by modeling the teacher's questioning. The second step involves teaching students how to develop their own questions by turning sentences into questions and by having students take time asking and answering questions about given information. The last stage, proof-writing, is demonstrated by using the ReQuest method to collect the information necessary to write the proof. Several cautions for using this method are discussed. (YP)

ED 306 771 FL 017 969

Scorza, Margaret H.
Computer Focused Russian Bilingual Instructional Program, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 65p.; For the 1985-1986 evaluation, see ED 279 211.
GRANT- 00B40141
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Acculturation; *Bilingual Education Programs; Career Awareness; *Computer Assisted Instruction; Curriculum Design; *English (Second Language); Federal Programs; High Schools; Limited English Speaking; Private Schools; Program Descriptions; Program Effectiveness; Program Evaluation; Public Schools; *Russian; Student Characteristics; *Urban Schools
IDENTIFIERS- Content Area Teaching; *New York (New York)

The Computer Focused Russian Bilingual Instructional Program was a federally-funded program providing instructional and support activities for 321 Russian-speaking students of limited English proficiency at four public and two private high schools in Brooklyn, New York. The main goals of the program were to develop English proficiency and provide content area instruction and computer literacy. Instructional content varied across sites. Public school students took courses in English as a second language, Russian culture and literature, content areas, business, and vocational courses taught in English. Private school students had tutorials and small-group classes in English and academic subject areas. Career awareness was developed by the grade advisor at each site, and additional components included personal counseling, tutoring, parental advisement, curriculum development, and staff training. Analysis of student achievement indicated that program objectives were met in content-area courses and computer literacy/keyboarding but not in English language development. The native language literature and culture courses were found to have unrealistically high objectives. Recommendations for program improvement include additional guest speakers in high technology fields, program-wide activities to promote student contact across sites, more appropriate assessment of English language skills, and more realistic native language goals. (MSE)

ED 306 785 HE 022 446

The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers. Volume One.

Arizona Board of Regents, Phoenix.

PUB DATE- Nov 88
NOTE- 868p.; For Volume Two, see HE 022 447. For individual papers, see HE 022 448-480 and HE 022 482-501. The publication of the final report and working papers was made possible by a grant from Flinn Foundation.
LANGUAGE- English
EDRS Price - MF06/PC35 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Academic Persistence; Access to Education; Admission Criteria; Blue Ribbon Commissions; College Faculty; College Students; Community Colleges; Competition; Educational Assessment; Educational Quality; Efficiency; *Excellence in Education; *Higher Education; High School Students; Honors Curriculum; *Minority Groups; Public Colleges; Rural Environment; School Holding Power; Social Discrimination; State Boards of Education; State Universities; Student Attitudes; Student Financial Aid; Teacher Supply and Demand; Telecommunications; Undergraduate Study
IDENTIFIERS- *Arizona; Arizona State University; *Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; Temporary Employment; University of Arizona

Volume One of a report by the Arizona Board of Regents' independent citizen commission to examine the performance of the state's three public universities presents background material on the formation of the task force, a final report, and a summary of recommendations. It then presents 27 working papers in two sections. Section 1, Ethnic Minority Students, offers 11 papers, including the following "Community College-University Articulation in Arizona" (R. MacVicar); "Progress Report: Access and Persistence of Minority Students in the Arizona Universities" (A. Cotera and others); "Student Financial Assistance in the Arizona Public Universities" (V. Cowart); "Barriers to Minority Access and Persistence in Arizona's Universities: Perceptions of Students, Faculty, Staff, and Administrators (J. Wood); and "Minority Education in Arizona's Universities" (J. Wood). Section 2, Quality of Undergraduate Education, features 16 working papers, including:

"Evaluation and Assessment: A Literature Review (Summary)" (M. Talbott and K. Church); "Teacher Supply and Demand in the 1990's and Professional Education of Teachers in Arizona" (E. Sherberg); "Report on Honors Programs at the University of Arizona, Arizona State University and Northern Arizona University" (C. Austin); "Role of Temporary Faculty in Undergraduate Education at the Three Arizona Universities" (G. Davis and others); "A Survey of Undergraduate Student Opinions" (K. Church), and "Arizona: The State and Its Educational System" (H. Hodgkinson). (SM)

ED 306 820 HE 022 482

Caldwell, Roger L.
Some Thoughts about Approaching the Future of Arizona.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 6p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; Change Strategies; Competition; *Educational Change; *Educational Planning; Educational Quality; Efficiency; Excellence in Education; *Higher Education; *Long Range Planning; Prediction; Public Colleges; Science and Society; Social Change; State Universities; *Statewide Planning; Technological Advancement
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document looks at ways to approach future changes in Arizona, focusing on how they will affect the higher education needs of the state. It is important to consider long term outlooks in order to better understand how they might affect current planning. Three basic assumptions when dealing with this issue are: it is not possible to predict the future over long periods; it is possible to observe and understand forces of change that suggest that certain events have a greater probability than others; and it is possible to influence these trends today to shape the future. Several changes over the past 25 years are noted. The importance of finding several major forces that could shape the future are discussed (e.g., unanticipated acts of God, political and social trends, technological changes, power shifts, and environmental concerns). These major forces of change can develop into the critical issues of the future. Two critical issues to consider in Arizona are: (1) the infrastructure of the state might become more mature as the growth rate slows and the demands for services increase; and (2) the political and social climate will shift to include a range of subjects and an increase in the types and diversity of individuals involved in the issues. Implications of these possible future changes include a great amount of uncertainty over the next decade and a wide variety of viewpoints. A few critical events could have profound effects. (SM)

University College, Memphis State University.

American Association of State Colleges and Universities, Washington, D.C.; Memphis State Univ., Tenn.

PUB DATE- 89
NOTE- 21p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; College Students; Continuing Education; *Extension Education; Faculty Development; Higher Education; Interdisciplinary Approach; Models; *Nontraditional Education; Nontraditional Students; *Open Universities; Program Descriptions; State Colleges; Urban Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Memphis State University TN

This report presents a description of University College, Memphis State University (MSU). Created in 1975, this small, nontraditional college has prospered in the context of a large, state, urban university. It offers nontraditional students a way to create and finish individualized and interdisciplinary degree programs. Faculty can develop new courses, teach others in nontraditional modes, participate in the administration, and improve themselves as advisors. Since 1976, University College has graduated about 500 students and has 650 currently accepted or in screening. Its annual budget has grown from $100,000 to $510,000. The professional/directorial staff has increased from two to five, and the clerical staff has increased six-fold. It has become an integral part of MSU, with 75 faculty members from 23 departments having served on its faculty council, and nearly 300 MSU faculty having served on student contract/advising committees. It is concluded that adults and other nontraditional students will seek out this quality college. Employers and graduate schools will find graduates of such career related and academic degree programs very attractive. The success of such a unit depends on its ability to respond to programmatic requests with great flexibility, and its ability to give away its most successful programs to units with full-time faculty. (SM)

Flinn, Jane Zeni
Composing, Computers, and Contexts.
American Association of State Colleges and Universities, Washington, D.C.; Missouri Univ., St. Louis. Dept. of English.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 24p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- G008440408
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Instruction; *Computer Assisted Instruction; Computer Networks; Educational Technology; *Faculty Development; Higher Education; Instructional Innovation; Microcomputers; Models; Program Descriptions; State Universities; *Teacher Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Gateway Writing Project; *University of Missouri Saint Louis

The Gateway Writing Project (GWP) at the University of Misouri-Saint Louis is described in this report. It is the St. Louis site of the National Writing Project founded at the University of California, Berkeley to meet the critical need for highly skilled teachers of writing. GWP has helped students at all levels learn to write by providng specialized training for their teachers. From 1984 to 1987, it developed a model integrating computers into a program of staff development, action research, and support for instructional change in writing. Staff development has consisted of summer institutes for teachers, 1-day seminars for administrators, and a variety of credit courses and noncredit workshops. Action research has included case studies, text analyses, and participant observation in the classrooms of trained teachers. Support has focused on four pilot schools where teachers and administrators formed writing improvement teams. The project's impact has been far-reaching and rapid, including five curriculum guides to teaching writing with computers, dozens of articles, and program replication at an inner-city teacher's college. Information has been shared with educators statewide and internationally. Because of this project, the university can now offer valid, classroom based information to schools and teachers planning computer equipped writing programs. A list of selected Gateway Writing Project publications and materials is appended. Contains 7 references. (SM)

Supplemental Language Study Program.

American Association of State Colleges and Universities, Washington, D.C.; Colorado State Univ., Ft. Collins.
PUB DATE- Feb 89
NOTE- 15p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arabic; *College Second Language Programs; College Students; Cultural Awareness; Hebrew; Higher Education; Japanese; Korean; Models; Navajo; Noncredit Courses; Norwegian; *Peer Teaching; Portuguese; Program Descriptions; *Second Language Learning; State Universities; Student Interests; Swahili; *Uncommonly Taught Languages; Urdu
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Colorado State University Fort Collins

The Supplemental Language Study Group (SLSG) program at Colorado State University (Fort Collins, Colorado) is described. The program was developed following a student's expression of interest in learning "exotic" languages unavailable in the standard foreign language curriculum at the university. This student-run club offers several weekly noncredit classes with a minimal fee. They are taught by foreign students at the university. Classes include Swahili, Japanese, Urdu, Arabic, Korean, Norwegian, Hebrew, Portuguese, and Navajo. SLSG has gained official recognition from the student government. Its expansion has had an impact on the official foreign language program offered at the university. Its success has resulted in the development of four new language classes in the university language curriculum (Arabic, Hebrew, Korean, and Japanese). Students can receive credits for them either through the university or the university's Division of Continuing Education. SLSG gives students and community members a chance to learn about other cultures through personal interaction, and foreign students gain a new appreciation of their American colleagues as interested, concerned individuals. It now reaches about 200 students per year. It is replicable in a university or college where foreign students are willing to be instructors (for a small fee), where the Office of International Programs is wiling to assist, and where proper approval can be obtained. Flyers on learning to speak the various languages are appended. (Author/SM)

ED 306 971 JC 890 203

O'Hara, Leonard F.
Faculty Self-Esteem: The 4th Governance Paradigm.
PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; College Environment; *College Faculty; Community Colleges; *Faculty College Relationship; *Faculty Development; Postsecondary Education; *Self Concept; *Teacher Administrator Relationship; Teacher Participation; Two Year Colleges

School and college officials should make it clear that they believe that faculty self-esteem is the central variable in student learning. A plan for better learning through better treatment of teachers would include the following steps: (1) announce that the institution intends to create conditions that will enhance the professional self-esteem of its teachers; (2) ask the teachers what needs to be done; (3) keep the teachers informed by publishing lists of issues that come out of group discussions and by preparing an in-house newsletter; (4) make honesty, integrity, consistency, and even-handed treatment the hallmarks of all dealings with faculty; (5) bring teachers into the budget-building process; (6) recognize teachers as the authorities in classroom matters; (7) free teachers as much as possible from the peripheral duties that draw their energies away from teaching; (8) provide faculty with opportunities for professional renewal and growth; and (9) involve teachers in institutional goal setting and the measurement of goal attainment. Having accomplished each step, the school need only review, refine, and repeat them and the staff will get a bonus--an exciting, enjoyable place to work. (AYC)

ED 307 038 PS 017 967

Five-Year Plan To Reduce the Adult-Pupil Ratio in Kindergarten, First, and Second Grade.
Virginia Beach City Public Schools, Va.
PUB DATE- Apr 89
NOTE- 205p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Class Size; *Cost Estimates; Educational Assessment; Educational Planning; *Enrollment Projections; Grade 1; Grade 2; Kindergarten; *Primary Education; *Program Implementation; Tables (Data); Teacher Salaries; *Teacher Student Ratio
IDENTIFIERS- *Virginia Beach Schools VA

A collection of materials related to the Virginia Beach Public Schools' 5-year plan to reduce the adult-pupil class ratio in kindergarten, first, and second grade is presented. The first section briefly provides a rationale, a discussion of related research, and a description of the implementation plan for the reduction of class size. Included are tables estimating costs of implementing three options from 1990 to 1995. Subsequent materials are arranged in eight appendices. Appendix I provides a brief report on class size in Virginia Beach primary schools. Appendix II reports a study in the reduction of class size. Appendix II also contains six tables. Tables 1 through 4 provide a series of methods by which adult-pupil ratios may be reduced or altered, and the cost of the methods. Table 5 presents the number and percentage of students retained in kindergarten in 1987-1988. Table 6 presents comparative costs of the four options presented in Tables 1 through 3. Appendix III provides projections for city, educational planning center, and average enrollment through 1997. Appendix IV reports estimated salaries for teachers and teacher assistants from 1990 through 1995. Appendix V compares projected enrollment and capacity. Appendices VI, VII, and VIII present estimated costs of reducing class size in grades K through 2. (RH)

ED 307 082 RC 017 064

Taylor, J. Edward
U.S. Immigration Policy and the Mexican Economy.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
REPORT NO.- PDS-88-1
PUB DATE- May 88
NOTE- 50p.; Paper was prepared as part of a larger project--"Study of the Impacts of Immigration in California."
AVAILABLE FROM- The Urban Institute, 2100 M Street, NW, Washington, DC 20037 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Economic Development; Immigrants; Labor Market; Mexicans; *Migrant Employment; Migrant Problems; Migrant Workers; *Public Policy; Rural Areas; *Undocumented Immigrants
IDENTIFIERS- *Economic Impact; Immigration; *Immigration Reform and Control Act 1986; Mexico; United States (Southwest)

Rural Mexico's economy currently relies heavily on illegal migrants to the United States. Severing the link between rural Mexican households and U.S. labor markets would require restructuring not only affecting U.S. industries, which are the focus of federal immigration reform, but also migrant-sending economies in Mexico. If effectively enforced, immigration reforms in the United States also will have an impact on Mexico's urban labor markets, to which many Mexico-U.S. migrants would turn for employment if they were no longer able to work in the United States. Thus, efforts to stem the flow of Mexican immigration through increased enforcement of federal immigration laws such as the Immigration Reform and Control Act of 1986 would face powerful economic pressures in Mexico as well as in the American Southwest. Economic development in Mexico may be the only effective deterrent to illegal Mexico-U.S. migration. People who have favorable income opportunities in Mexico are less likely to migrate illegally to the United States than those who do not. As long as vast disparities in economic opportunity separate Mexico and the United States, a significant flow of Mexican labor appears to be almost inevitable. These considerations suggest that large-scale economic development programs in Mexico should be promoted as a counterpart to U.S. immigration reforms. Two more reasons for seeking a development solution to illegal Mexico-U.S. migration are the heavy dependence of rural Mexico on income from migrants in the United States and the importance to the United States of maintaining economic and political stability in Mexico. (ALL)

ED 307 107 SE 050 550

Recent Graduate Works and Programs in Environmental Education and Communications. Volume X.

North American Association for Environmental Education, Troy, OH.

PUB DATE- Dec 87
NOTE- 86p.; Colored pages may not reproduce well. For earlier volumes in this series, see ED 267 979.
AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($5.00 for members; $6.00 for non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Science; Communication (Thought Transfer); Communication Research; *Doctoral Dissertations; *Environmental Education; Environmental Research; *Graduate Study; Higher Education; *Masters Theses; Outdoor Education; *Program Descriptions; Science and Society

The purpose of this publication is to stimulate interest in nontraditional environmental education (EE) research that has escaped the attention that such a growing body of works deserves. Abstracts of masters theses and doctoral dissertations in this volume include: (1) descriptions and development plans for EE areas; (2) studies dealing with camps and parks; (3) examinations of the effectiveness of different forms of media; (4) research dealing with pupils; (5) research on the training, attitudes, and behavior of teachers; (6) research dealing with citizens' attitudes and involvement; (7) descriptions of special EE efforts in metropolitan areas; (8) studies dealing with EE in other countries; and (9) studies dealing with the administration of EE programs. Also included in this volume is an index to past volumes and a directory of graduate programs in environmental education and communication organized by state. (CW)

ED 306 957 IR 052 742

Ediger, Marlow
The School Library and the Curriculum.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Philosophy; Elementary Secondary Education; *Learning Resources Centers; Learning Strategies; *Library Role; Library Services; *Media Selection; *Media Specialists; Multimedia Instruction; School Libraries; *Teaching Methods
IDENTIFIERS- *Librarian Teacher Cooperation

The school media center should be considered as the center of the curriculum wheel with librarians working together with teachers to assist in providing appropriate instructional materials. Media to be utilized in teaching-learning situations must follow accepted criteria from the psychology of learning, but school librarians have an important role in guiding and assisting teachers to select media which secure the interests of students, emphasize meaning in learning, stress purposeful experiences, provide for individual differences, and achieve balance among objectives. The school librarian also needs to be well versed in diverse philosophies of teaching to assist teachers in guiding optimal student progress. These include subject centered methods, measurably stated objectives approaches, decision-making strategies, and problem solving procedures. These philosophies may be utilized as the need arises, but should provide for individual learning styles of students. (10 references) (EW)

ED 307 010 JC 890 257

Strasser, William C., Jr.
A College for a Community: A President's Perspective of Montgomery College, 1966-1979.
PUB DATE- 88
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Administrative Problems; *Administrator Role; *College Administration; *College Planning; *College Presidents; Community Colleges; Institutional Advancement; *Organizational Change; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Montgomery College MD

The history of Montgomery College from 1966 to 1979 is traced in this guide to the personal archival collection of the individual who served as Acting President and then President during that period. Introductory comments trace the major changes that Montgomery College underwent between 1966 and 1979, including its administrative separation from the county public school system, its transition from a junior college to a comprehensive community college, and its change from a single-campus to a multi-campus college. Subsequent sections examine: (1) the problems faced by Montgomery Junior College in June 1966, including a lack of continuity in administration and policy, inadequate staffing, and poor funding; (2) the immediate priorities of the college's Acting President, with respect to solving short-term problems and developing a long-term perspective; (3) the President's nine goals for the development of the college, which concerned access to education, participative decision making, community needs assessment, institutional promotion, diversification of programs and services, increase of college salaries and benefits, faculty tenure policies, and community service; (4) the factors that affected the accomplishment of these goals, including legislative actions, citizen activism, collective bargaining, and inflation; and (5) the roles and relationships of the various components of the college community, including the board of trustees, the central administrative offices, the Takoma Park, Germantown, and Rockville campuses, and the division of community services. Endnotes cite particular college documents referred to in the text. (JMC)

ED 306 869 HE 022 593

Jacobs, Richard C.; And Others
Interdisciplinary General Education Program.
American Association of State Colleges and Universities, Washington, D.C.; California State Polytechnic Univ., Pomona.
PUB DATE- 88
NOTE- 17p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Curriculum Development; *General Education; Higher Education; Humanities; *Interdisciplinary Approach; Liberal Arts; Mathematics Education; Models; Professional Education; Program Descriptions; Social Sciences; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State Polytechnic University Pomona

The Interdisciplinary General Education (IGE) Program at California State Polytechnic University is described in this report. The program is designed students in professional and math-based degree programs and offers an integrative-thematic approach to the humanities and social sciences components of the University General Education Program. It seeks to develop a learning community composed of faculty and students who have common goals and mutual aspirations. Participants can study both major coursework as well as courses that partially meet the University General Education requirement. Courses are team taught by faculty from a variety of disciplines and feature individualized instruction. Interactive pedagogy is emphasized, and active student learning requiring critical analysis of complex issues and concepts is encouraged. Attendance at off campus cultural events like concerts and museums is integral to the fulfillment of the aesthetic dimension of the program. Most alumni and learners surveyed say this program is helpful. IGE has received citations and commendations from several national associations prominent in American higher education. Several recommendations include: the need to reform general education should emerge from an informed faculty and not be imposed from top down on the faculty; each college and university must create its own institutional and intellectual world; and the emphasis should be on the significant issues, paradigms, and concepts of the human experience. (Author/SM)

ED 306 882 HE 022 606

The Data Expansion Program: Moving "Minority Art" into the Mainstream.

American Association of State Colleges and Universities, Washington, D.C.; Massachusetts Coll. of Art, Boston.

PUB DATE- Feb 89
NOTE- 146p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; *Art Education; Art History; Asian Americans; Blacks; *College Curriculum; *Fine Arts; Higher Education; Hispanic Americans; *Minority Groups; Models; Program Descriptions; *Resource Materials; State Colleges
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Massachusetts College of Art

The Massachusetts College of Art Data Expansion Program described in this report was developed to increase the representation of the art of non-white people in the fine arts curriculum. The project involved the location and purchase of appropriate books, slides and films; the development of a resource manual for faculty, listing such materials and personal and institutional resources; and assistance to faculty in using the materials. The project utilized the services of a consultant with particular expertise in African-American art. Project staff work with faculty to try to bring the work of non-white artists in the mainstream of the college curriculum. The resources gathered and the manual are valuable for special courses concentrating on African-American, Hispanic, Native American and Asian-American artists. A scholarly periodical for campus distribution is planned. Appended to the report are the original request for funding; purchase orders for books, slides and films; the summary report to the Board of Regents, a copy of a pilot project periodical, and a copy of the resource manual. (KM)

ED 306 895 HE 022 620

Windom, Alice
Partnerships for Progress Bridge Program.
American Association of State Colleges and Universities, Washington, D.C.; Missouri Univ., St. Louis.
PUB DATE- Mar 89
NOTE- 18p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Articulation (Education); College Bound Students; *College School Cooperation; Counseling; Higher Education; *High School Students; Mathematics Education; Models; Program Descriptions; Science Education; Shared Resources and Services; Staff Development; State Universities; *Student Development; Student Motivation
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Missouri Saint Louis

The Partnerships for Progress Bridge Program (a joint venture initiated by the University of Missouri St. Louis, local school systems, and private businesses) is described in this report. It is a key segment of the university's vision for the 21st century. The pilot program, implemented during the 1986-87 school year, concentrated on delivering a wide range of services designed to enhance the ability of secondary students to succeed beyond the secondary years. This multi-component effort offers services geared specifically to students with math and science interests. The components are: instructional enrichment; comprehensive counseling/advising; staff development; comprehensive motivation; and shared resources. Highlights of the pilot program include: 24 students in St. Louis city high schools received credit in the Advanced Credit Program; a summer enrichment program on-campus enrolled 30 high school juniors and seniors; and 29 ninth graders attended a 5-week summer math and science academy. Bridge Program components are as follows: shared resources (sponsored activities to reduce student anxiety over entering college); summer link (activities to introduce them to the college experience); and science/mathematics academy (activities for 120 tenth and eleventh grade students to help them develop motivation and self-confidence for science and mathematics study). Bridge Program activities for each semester are described, and the 1988/89 expanded program is discussed. (SM)

ED 307 023 PS 017 902

Brenner, Mary E.
Everyday Problem Solving: Dollar Wise, Penny Foolish.
PUB DATE- 31 Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, March 31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Cognitive Ability; *Daily Living Skills; *Elementary School Students; *Individual Development; Mathematics Instruction; Mathematics Skills; Naturalistic Observation; *Preschool Children; Preschool Education; Primary Education; *Problem Solving
IDENTIFIERS- Money Skills; Shopping

Research on everyday learning has begun to illuminate some of the relations between activity and knowledge, and thus can help educators reconceptualize classroom activities. For example, how and what children learn about money epitomize many of the differences between everyday and school-based problem solving. The general goals of this paper are to characterize the problem-solving strategies used by children in stores and to show that the knowledge children have is a consequence of the ways in which they use that knowledge. Specific goals are to: (1) describe the situated use of money in both natural settings and the classroom; (2) describe the development of children's knowledge of money between preschool and the end of second grade; (3) relate children's knowledge of money to the ways in which they use money; and (4) describe some ways in which children reconcile what they know about money as it is used in and out of school. Discussion is based on observations of children's behavior in stores and classrooms, and interviews with parents and children. Implications for educational practice are briefly discussed. (RH)

ED 307 054 PS 018 003

Meranda, Keri Campsey
Ensuring Consistent Program Philosophy and Quality Standards to Multiple Child Care Sites.
PUB DATE- 89
NOTE- 97p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Day Care; Early Childhood Education; Educational Philosophy; *Educational Quality; Program Effectiveness; *Reliability; *School Expansion; *Standards; *Teacher Responsibility

The head teacher of a child care organization implemented a practicum intervention designed to establish complete and clear procedures, guidelines, and standards of quality for staff members. As a result of the practicum intervention, it was expected that at the end of 10 weeks: (1) the staff at the child care center would support a plan for educational quality as indicated by the poll that was administered; (2) four of five colleagues would rate the quality plan as a successful approach to maintaining consistent philosophy and standards in a multiple site organization; and (3) six of eight members on the center's Board of Directors would evaluate the plan for quality as appropriate for implementation by managerial staff. Responses to evaluation questionnaires were positive with respondents agreeing that the plan and related materials would ensure consistent philosophy and quality. The plan and materials will be used in working with staff to maintain a consistent philosophy as the organization expands. Appendices provide sample questionnaires and written program materials on guidance and discipline, curriculum guidelines, and general program philosophy. (RH)

ED 307 069 PS 018 028

Levy, Gary D.
Early Gender-Role Stereotype Attributions: The Roles of Models' Physical Characteristics and Children's Gender Constancy.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- May 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (May 1989).
GRANT- NIMH-5T32-MH-15780-09
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Development; Comprehension; Developmental Stages; *Physical Characteristics; *Preschool Children; Preschool Education; Sex Differences; *Sex Role; *Stereotypes
IDENTIFIERS- *Gender Constancy

A total of 83 children of 27 to 63 months of age were interviewed in an effort to assess the importance of the children's understanding of gender constancy and their use of physical characteristics in making gender role stereotype attributions. It was hypothesized that young children would use stimulus models' sex to a greater extent than the models' physical attributes in attributing gender role stereotypes. It was predicted that the number of gender role stereotypes children accurately attributed would be significantly related to sex differences between the figures used in the attribution task, but not related to the physical or relative size of the stimulus or to the children's stage of gender constancy. Findings indicated that all children, but especially boys, correctly identified and attributed more gender role stereotypes based on the sex than on the relative size of stimulus figures. Children's stage of gender constancy understanding did not reliably predict children's gender role stereotype attribution activity. The pattern of findings suggests that young children are capable of gender-typed attributions well before they achieve a full sense of gender constancy understanding. (RH)

ED 307 095 RC 017 105

Demmert, William G., Jr.
An Early Childhood/Parenting Strategy for Alaska.
Alaska State Dept. of Education, Juneau.
PUB DATE- 31 Oct 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Role; *Change Strategies; Child Development; Child Rearing; *Early Childhood Education; Models; Parent Child Relationship; *Parent Education; *Parenting Skills; *Parent Participation; State Departments of Education
IDENTIFIERS- *Alaska

A report of the Governor's Interim Commission on Children and Youth, released in January, 1988, presented evidence that Alaska needs to formulate a comprehensive strategy to develop a strong foundation upon which Alaska's children can build productive and satisfying lives. A groundswell of support is building toward the belief that Alaska needs to take careful action that will significantly alter the way society provides for the care and education of its young children. This paper describes a broad framework upon which a strategy to address early childhood and parenting could be built. Programs for young children need to be based on how young children learn and grow, and they need to have strong components for parent and family involvement. The responsibility of the Alaska Department of Education in such a comprehensive statewide early childhood strategy should be to: (1) provide school personnel with a thorough understanding of the theoretical and practical aspects of teaching young children and supporting their needs and strengths; and (2) help educators understand how to build effective partnerships between schools and families. The aim of these two efforts is to improve school climate and to strengthen the base of support for Alaska's families. Current efforts of the Department of Education are outlined as they relate to early childhood development and parenting. Emphasis is placed on developing a partnership of parents, parent groups, politicians, public and private agencies, and public and private schools, as well as a myriad of other organizations. Also included is a description of what the Alaska Parenting Model should be, together with a philosophy and a list of objectives. (ALL)

ED 306 809 HE 022 470

Ewell, Peter T.
Benefits and Costs of Assessment in Higher Education: A Framework for Policy Choice and Comparison.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 33p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; Competition; *Cost Effectiveness; *Educational Assessment; Educational Quality; Efficiency; Excellence in Education; *Higher Education; *Needs Assessment; Policy Formation; *Program Evaluation; Public Colleges; State Universities
IDENTIFIERS- *Arizona; Arizona Task Force on Excellence Efficiency Compet

An analysis of what is currently known about the benefits and costs of assessment programs from the general perspective of state higher education policy is presented as a working paper in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competition. State and institutional approaches to assessment in higher education are discussed, and common components of assessment programs are listed. Various caveats on estimating the costs and benefits of assessment are presented. In order to understand the need for various types of assessment, an analytical framework encompassing different claims (costs and benefits of assessment) is required. Benefits and costs are arrayed against a range of parties at interest, including individual students, faculty, institutions, external constituents, and the public. Information is provided on benefits of assessment by identified parties at interest, dollar costs of assessment, and some externalities of assessment. Policy alternatives include: statewide testing of basic skills; and requiring institutions to undertake local assessment. Such a framework can help identify the major categories of cost and benefit associated with any assessment approach and with estimating trade-offs among different posed alternatives. Contains 40 references and 2 figures. (SM)

ED 306 833 HE 022 495

Davis, George H.
Efficiency of Support Services within the Arizona Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 11p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrative Policy; College Buildings; Competition; Decision Making; Educational Facilities; Educational Quality; *Efficiency; Excellence in Education; Higher Education; Nonprofessional Personnel; State Universities
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; *Support Services; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document discusses the efficiency of the Arizona state universities' support services. Faculty, staff, and students were asked to rate the quality, importance, and change in quality of the services provided by selected academic and nonacademic administrative and business operations at the universities. Fundamental issues include the fact that the universities are functioning without systematic or widespread inefficiency. However, there is inadequate information to support decision making, cumbersome processes and procedures, and inadequate performance accountability. Results are discussed according to personnel, physical resources, and procurement. At all three universities, faculty, staff, and students rate the overall quality of services to be midway between fair and good, improving slightly, with overall importance of the services considered to be high. The library is rated as the single most important supporting unit. Four recommendations are as follows: the universities should seek to reduce personnel-related paperwork and streamline personnel processes; physical resources departments should respond to user complaints of long lag times and unreasonable costs through improved services; ways should be found to demonstrate and assure that physical resources costs are competitive with the private sector; and the Arizona universities should develop systems and functions to improve the procurement process. (SM)

ED 306 845 HE 022 569

Siegal, Harvey A.
The Weekend Intervention Program.
American Association of State Colleges and Universities, Washington, D.C.; Wright State Univ., Dayton, Ohio.

PUB DATE- 88
NOTE- 21p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; *Counseling Services; *Drug Abuse; Drug Addiction; *Drug Education; Health Activities; Higher Education; Intervention; Medical Education; Medical Schools; Medical Students; Models; Outreach Programs; Program Descriptions; Social Problems; State Universities; Substance Abuse; Traffic Safety
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Wright State University OH

The Weekend Intervention Program (WIP) at the Wright State University School of Medicine is described in this report. Designed to address severe health and social problems while supporting the university's academic mission, the program began with the goal of addressing the health and social problems of alcohol abusers. WIP is a 72-hour intensive program of education and counseling for alcohol abusers which provides local courts a therapeutic alternative to incarceration for people convicted of alcohol-related offenses. Its educational strength is a "real world" experience that gives understanding and skills in helping people with substance abuse problems. Medical student participation in the WIP is required. As participant-observers, students work in the counseling groups conducted by professionals. They attend alcohol/drug education sessions and a introductory meeting of Alcoholics Anonymous. Evidence of program effectiveness includes the following: WIP was the first driver-intervention program accredited by the Ohio Department of Health; WIP now serves a 10-county area adjacent to the university; WIP personnel make presentations at major national and international traffic safety and substance abuse conferences; and WIP has been replicated nationwide. A followup study indicates there is a significant retention of learning by students. The appendices include three Wright state University School of Medicine news releases. (SM)

ED 306 930 HE 022 656

Oppenheimer, Steven B.
Advances in Biological Science.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Los Angeles.; California State Univ., Northridge.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 22 Nov 88
NOTE- 35p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Also sponsored by Joseph Drown Foundation and Valley Federal Savings.
GRANT- TEI-8550011; TEI-8650081; TPE-8650081
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biological Sciences; Biology; *College School Cooperation; Elementary School Teachers; Excellence in Education; Higher Education; Inservice Teacher Education; Instructional Improvement; Models; Professional Development; Program Descriptions; Secondary School Teachers; Shared Resources and Services; *Staff Development; State Universities; *Teacher Improvement; Urban Schools
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State University Northridge; Los Angeles Unified School District CA

The Advances in Biological Sciences program at California State University described in this report has provided 160 high school, junior high, and fifth and sixth grade science teachers with lectures, laboratories, lesson planning, and implementation guidance in forefront biology over the past 3 years. Over 200 program lessons have been incorporated into local classrooms, and dissemination has taken place locally through teacher inservice and nationally through five journal articles and conferences. Program materials are used in about 25 states. Lessons have been incorporated into the Curriculum Guides for Biology and Life Science published by the Los Angeles Unified School District. The program consists of lecture-discussion-lecture planning sessions held throughout the school year and a summer laboratory program. A key to the success of this program is the ability of the research scientists to convey forefront concepts to teachers in an exciting and easily understandable way. All presenters are active researchers and most are winners of teaching awards. Utilization of a Nobel laureate in the program provides great inspiration to the teachers. Copies of related articles by the author are appended. Contains 22 references. (Author/SM)

ED 306 958   IR 052 743

South Carolina State Library Annual Report, 1987-1988.
South Carolina State Library, Columbia.
PUB DATE- Aug 87
NOTE- 72p.; Oversize fold-out charts at end of report have been "segmented" in order to make them filmable. For the 1986-1987 report, see ED 297 735.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annual Reports; Higher Education; *Library Administration; *Library Expenditures; Library Materials; *Library Services; Library Statistics; Public Libraries; *State Federal Aid; *State Libraries; State Programs
IDENTIFIERS- *Library Development; *South Carolina State Library

This report on the programs and activities of the South Carolina State Library for the fiscal year 1987-88 begins by providing lists of State Library Board members and State Library Staff, an organizational chart, and the library's mission statement. The statutory authority for the state library is described in a brief introduction, which is followed by a review of the history of library programs in the state and an overview of the highlights of 1987-88. Programs of the Division of Library Development and Library Services are then described, including Administrative Services, Field Services, and Library Services to the Blind and Physically Handicapped. Reports on the activities of the Division of Library Services are presented for both Reader Services and Technical Services. The report also provides information on individuals, organizations, and libraries honored with State Library awards during the year; a brief report on volunteer services; statistics on the State Library collections, circulation, and expenditures; a directory of Public Library Board members; directories of South Carolina public, college and university, and state institution libraries; and statistics on public libraries and libraries in state-supported institutions and colleges and universities. (EW)

ED 306 984 JC 890 230

Collmer, Russell C.; Harcleroad, Fred F.

The Need for Facilities Planning at Pima Community College: A Working Paper.

Pima Community Coll., Tucson, Ariz.

PUB DATE- Feb 88
NOTE- 42p.; Small print in map may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Planning; Community Colleges; Construction Needs; Economic Factors; *Educational Facilities Planning; Educational Needs; Facility Guidelines; *Long Range Planning; Multicampus Colleges; Policy Formation; *Population Growth; *Sociocultural Patterns; Two Year Colleges

Prepared for consideration by the administration and Board of Trustees of Pima Community College (PCC), this report presents data on the socioeconomic and educational trends that will affect the college's need for new facilities and offers recommendations for policy formation. Part I establishes the legal basis for facilities planning in Arizona and offers an overview of the development of PCC's facilities between 1965, when planning for the college began, and 1988. In addition to an overview of PCC's current facilities, this section reviews the basic policies on facilities planning set out in the 1986-1991 District Plan. In an effort to inform decision making and policy formation, Part II provides data on: (1) population projections for Pima County for the year 2005; (2) changing student and faculty characteristics; (3) economic trends and business/industrial development; (4) curricular programs offered at PCC; (5) student services; and (6) the special characteristics and needs of modern community colleges. Finally, Part III offers recommendations concerning the optimum size of PCC campuses, the locations of new campuses needed by 2005, and basic educational programs for existing and new campuses. In addition, a list of basic service and facility needs is provided, including an assessment/orientation/advising center, financial aid office, health care office, wellness/fitness center, security/maintenance office, alternative learning/independent study centers, learning resource centers/libraries/media centers, community services center and meeting facility, and associate faculty office. This section concludes with a discussion of the location of special facilities and programs, and projections for four new campuses between 2005 and 2035. (AYC)

ED 306 998 JC 890 244

Anderson, Robert; And Others

The Integration of Learning Skills into the Curriculum.
PUB DATE- Jun 88
NOTE- 31p.; Paper presented at the National Conference of the Association of Canadian Community Colleges (St. John, New Brunswick, May 30-June 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Affective Objectives; Community Colleges; Course Content; Course Descriptions; *Critical Thinking; *Curriculum Development; *Learning Strategies; Skill Development; *Study Skills; Two Year Colleges; Writing Skills
IDENTIFIERS- *Red Deer College AB

Red Deer College's (RDC) efforts to integrate learning skills into the college curriculum are described in three papers. First, Glynis Wilson Boultbee defines learning skills (e.g., listening, viewing, reading, memorizing, asking questions, preparing for and writing exams, taking notes, researching, problem solving, and writing); attitudinal abilities (e.g., dealing with procrastination, motivation, and confidence); and metacognitive abilities (e.g., knowing one's own learning style, monitoring the effectiveness of one's study habits, and managing time). Boultbee also identifies the formats in which learning skills may be taught, including individual assistance, workshops, self-instructional materials, in-class presentations, and curricular integration; and offers a rationale for including learning skills in the curriculum. In the next paper, Robert M. Anderson and Boultbee describe RDC's 1987-88 effort to teach critical reading skills, test-taking strategies, and writing skills in addition to traditional content in a one-semester course, "Educational Foundations 201." Their discussion explains the in-class use of brainstorming, reinforcement, extension, instruction in specific learning skills, and review. In addition, Anderson and Boultbee present the results of students' evaluation of the learning skills component of the course, and offer comments on students' progress based on informal evaluations. A course description, a list of the learning skills identified by students, and a classification of study strategies are attached. Finally, Joanne Bucklee explains her role as an administrator in providing vision, solving problems, supporting the program, ensuring the provision of resources, disseminating information about the project to faculty, staff and administrators, recognizing staff involvement in the program, and providing an objective perspective. (JMC)

ED 307 039 PS 017 970

Gudbjornsdottir, Gudny
Role of Content for the Performance of 12-Year-Olds by Gender, SES and Developmental Level on Formal Operational Tasks.

PUB DATE- 27 Apr 89
NOTE- 32p.; Paper is partly based on author's Ph.D. Dissertation, University of Leeds. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Elementary Education; Elementary School Students; Foreign Countries; *Formal Operations; Individual Development; Performance Factors; Piagetian Theory; *Sex Differences; *Socioeconomic Status; *Test Bias
IDENTIFIERS- *Iceland (Reykjavik); *Task Content

The role of content in formal operations tasks was explored in research that systematically varied the content of tasks and children's performance by developmental level and socioeconomic status (SES). Subjects were 110 Icelandic 12-year-olds who had entered a longitudinal study when they were 7 years old. Two extreme ability groups of children from Reykjavik primary schools were formed. Measures of formal operations employed were two tasks of variable isolation and measures of conservation of displacement volume. Variable isolation tasks were the pendulum problem and three content versions of the plant problem. Subjects were asked to isolate the operative variable and exclude the inoperative ones. Displacement of volume tasks were of two kinds: a formal Piagetian version and another version judged to be more experiential or familiar to subjects. Each content version was tested by means of three different forms of tasks, in which the shape or weight of the inserted object or the size of the container was varied. The experimental version involved a set of cartoon stories of social games. Three variations, which were similar to variations of the formal tasks, were presented. All tasks were administered, along with classification tasks and syllogisms, in a school setting in one session. Findings indicated that while formal operational thought differed by SES and gender, Piagetian tasks were biased for SES only. (RH)

ED 307 122 SE 050 574

Rodriquez, Andres F., Ed.; And Others

Physics Education in the Western Hemisphere: A Report from Twelve Countries.

American Association of Physics Teachers, Washington, D.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

REPORT NO.- ISBN-0-917853-36-9

PUB DATE- 89

NOTE- 210p.; Tables and charts may not reproduce well.

GRANT- TPE-8651546

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Science; Comparative Analysis; Educational Status Comparison; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; *International Studies; *Physics; *Science Curriculum; Science Instruction; Science Programs; Science Teachers; Scientists; *Secondary School Science

IDENTIFIERS- North America; South America

This report summarizes the characteristics of physics education in 12 countries: Argentina; Brazil; Canada; Chile; Colombia; Costa Rica; Ecuador; Guatemala; Jamaica; Mexico; the United States; and Venezuela. An introductory chapter describes the goals of the Council on Inter-American Conferences on Physics Education, historical background, audience, and organization of the report. The next 12 chapters include: (1) general information about the country; (2) description of the educational system; (3) data and information on the state of physics education at each of the educational levels (primary, secondary, and tertiary); (4) descriptions of graduate programs in physics; (5) efforts to improve physics education in the country under consideration; and (6) an analysis on the professional physicist. The final cross-country examination chapter includes a summary of the data and information collected. A general bibliography and bibliographies by country are appended. (YP)

ED 306 797 HE 022 458

Wood, John J.
Minority Education in Arizona's Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 88p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; American Indians; Asian Americans; Blacks; College Students; Competition; Degrees (Academic); Demography; Educational Quality; Efficiency; Enrollment Trends; *Equal Education; Excellence in Education; Higher Education; Hispanic Americans; *Minority Groups; Outcomes of Education; Persistence; Policy Formation; Public Colleges; Questionnaires; *State Universities; Student Recruitment
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona; University of Wisconsin Madison

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this report describes a study evaluating the effort by Arizona's universities to recruit and graduate minority students. Current outcomes and recent trends are noted along with the general strengths and limitations of current efforts. Information is provided on many recommendations, including the following: administrative policymaking and the organization of minority education; recruiting and enrollment management (covering the minority student recruitment pool, current enrollment and trends, and underrepresentation); retention (e.g., minority student persistence and graduation rates, degrees awarded to minority students, and early intervention); and role models (faculty and staff hiring, evaluation, and retention). Demographic projections of Arizona's population indicate a dramatic increase in the percentages of Hispanics and American Indians within the next decade. The universities have expanded their minority student recruitment and retention programs recently, but the overall outcomes are unacceptable. Two appendices include the framework questionnaire and the Madison Plan executive summary (describing the University of Wisconsin-Madison's success). Contains 13 tables and 2 figures. (SM)

ED 306 857 HE 022 581

Nixon, Harold L.
Wright State University International Student Exchange Program.
American Association of State Colleges and Universities, Washington, D.C.; Wright State Univ., Dayton, Ohio.
PUB DATE- 24 Feb 89
NOTE- 20p.; G. Theodore Mitau Award Recipient, 1984. This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the see HE 022 565-617, HE 022 619-643 and HE 022 645-659. see HE 022 565-659. Newsletter may not reproduce well due to colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Cross Cultural Training; Cultural Awareness; *Foreign Culture; Higher Education; International Cooperation; *International Educational Exchange; Models; Program Descriptions; State Universities; *Student Exchange Programs; *Study Abroad
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Brazil; China; Japan; *Wright State University OH

The Wright State University International Student Exchange Program is described. This school's approach to studen exchange programs immerses students in the daily life of countries in Asia and South America at minimal cost to the participating institutions. Through exchange agreements with universities in Japan, Brazil, and China, students get 4 weeks of life and study in a non-Western nation. From 15 to 20 of the best students are chosen a year in advance for each country. Through this program, over 200 students have travelled abroad and over 300 foreign students have visited Wright State. Participants must complete a required langauge course and a cultural preparation course before going. The host university offers 2 weeks of intensive language and cultural study and related field trips. Students live with native families for the second 2 weeks and are immersed in daily life. The last 3 days are spent in the country's largest city without any host assistance. Concurrently, host institution students participate in a similar program at Wright State. Students who participate are called Student Ambassadors and are prompted to see themselves as representatives of their country and educational institution. The program is evaluated annually by participating students and American host families. Statistics on the program, a copy of an article about the program, and a Wright State University newsletter describing the program are appended. (SM)

ED 306 918 HE 022 643

ARETE: Ohio Board of Regents. Early English Assessment Grant.

American Association of State Colleges and Universities, Washington, D.C.; Youngstown State Univ., Ohio.

SPONS. AGENCY- Ohio Board of Regents, Columbus.
PUB DATE- 88
NOTE- 348p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Faculty; *College School Cooperation; Extracurricular Activities; Faculty Development; Higher Education; Models; Program Descriptions; Public School Teachers; Reading Improvement; State Universities; *Student Development; Student Improvement; *Teacher Improvement; Teaching Guides; *Writing Instruction
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Partnerships in Education; Project ARETE; *Youngstown State University OH

Project ARETE and the English Festival, two programs sponsored by the English Department of Youngstown State University, are described in this report. The programs bring together university and public school teachers of all grade levels to reward students for reading and writing outside the classroom, assess student writing, renew classroom teaching, and expand professional participation. Included in this report are: (1) an essay, "Youngstown State University: The English Festival and Project ARETE," by Barbara Brothers et al.; and (2) the "Teacher to Teacher" manual for composition instruction in the Youngstown and Mahoning County schools by Gratia Murphy and Gary Salvner. Chapters of the manual deal with the following topics: assumptions about teaching writing; assessment: purposes and practices; the trait of purpose; the trait of direction; the trait of ideas; the trait of style; and the trait of presentation. An assessment primer for teachers is appended along with newsletters describing the project. These programs earned an honorable mention in the G. Theodore Mitau Award for Innovation and Change in Higher Education. They also earned a bronze medal in 1985 from the Council for Advancement and Support of Education for High School/College Partnerships. (SM)

ED 306 944   IR 013 788

Janis, Jane Klausmeier
Accessing ERIC with Your Microcomputer: Update.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-9
PUB DATE- Dec 88
NOTE- 3p.; This ERIC Digest is an update of ED 270 100.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Software; Databases; *Microcomputers; *Modems; *Online Systems; *Online Vendors; Telecommunications
IDENTIFIERS- *Communications Software; *ERIC; ERIC Digests

This digest describes how to use a microcomputer as a terminal to access ERIC online. Hardware and software requirements are explained, configuring the software is described, and basic requirements for specific microcomputers are listed. One diagram is included. (EW)

ED 306 972 JC 890 211

Doyle, Terrence J., Comp.

Report on the Ferris State University Collegiate Skills Program: Three Year Findings of the Collegiate Skills Program's Impact on Academically High Risk General Studies Freshmen.

PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Achievement Tests; Competency Based Education; *Developmental Studies Programs; Dropout Prevention; Educational Counseling; Higher Education; *High Risk Students; Program Effectiveness; Program Evaluation; *Remedial Instruction; State Universities; Student Personnel Services

Ferris State University's (FSU's) Collegiate Skills Program assists academically underprepared students in their transition to college. The program was initiatied in fall 1985 in response to increasing numbers of entering freshmen with inadequate reading and writing skills and subsequent high rates of attrition. Focusing initially on students with high school grade point average of less than 2.0, the program provided the following: an intake interview to review students' high school records and achievement test scores; pre-enrollment counseling to clarify program expectations and assess students' attitudes toward college; an assessment of students' basic skills in reading, writing, and mathematics; credit-bearing courses in math and study skills, and paired reading and writing courses; a learning laboratory; an exit interview with a counselor if students decided to change their curriculum or withdraw from the program; and competency-based instruction and flexible completion strategies. Results from the first year of program operations indicated that it was possible to both increase students' reading, math, and English proficiencies in as little as 30 weeks, and to improve student retention while maintaining academic standards. Data from the three years of operation of the project suggest that virtually every student who persists for up to three terms in the College Skills Program will reach competency in reading and writing and will be able to handle freshman-level course content. (AYC)

ED 307 108 SE 050 551

Peterson, John C.

A Survey of Maine's Secondary School Principals and Mathematics Teachers.

PUB DATE- Oct 88
NOTE- 159p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Mathematics; Course Selection (Students); *Graduate Study; Higher Education; *Interactive Video; *Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Principals; Secondary Education; Surveys
IDENTIFIERS- *Maine

Survey instruments were mailed to all of Maine's secondary school principals and mathematics teachers. The purpose of these instruments was to: (1) measure the status quo of mathematics education in Maine's secondary shools; (2) measure the background and interests of Maine's mathematics teachers; and (3) obtain an indication of the graduate courses these teachers were interested in taking. Useable responses were returned by 115 principals (60.5%) and 433 teachers (45.1%). The list of mathematics, mathematics education, and graduate education courses desired by Maine's secondary school mathematics teachers was compared to the list of courses recommended by the National Council of Teachers of Mathematics Task Force to Develop Guidelines for the Post-Baccalaureate Education of Teachers of Mathematics. Over 82% of responding teachers were interested in taking a mathematics or mathematics education course via interactive television. Maine's secondary school mathematics teachers who were certified to teach mathematics included 27.4% who did not have either a mathematics major or minor when they received their bachelor's degree. The majority of Maine's secondary school mathematics teachers who were not certified did not have a mathematics major or minor. Almost all principals reported that they encourage their teachers to pursue professional development activities; however, only 65.1% of the teachers reported that their administrators encourage them to pursue such activities. (CW)

ED 306 772 FL 017 971

Gardiol, Rita

Training In-Service Middle and High School Teachers to Present Exploratory Courses in Mandarin Chinese.

PUB DATE- 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Nashville, TN, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Inservice Teacher Education; Instructional Materials; *Introductory Courses; *Language Teachers; *Mandarin Chinese; Middle Schools; Program Descriptions; Program Design; Program Evaluation; Secondary Education; Secondary School Teachers; Summer Programs; Uncommonly Taught Languages
IDENTIFIERS- Exploratory Courses; *Indiana

An intensive summer training course in Mandarin Chinese designed to help currently employed language teachers introduce exploratory Mandarin Chinese courses to their schools is described. Training current staff eliminated three common barriers to exploratory program introduction: needs for (1) additional teaching staff; (2) additional funds; and (3) extensive qualifying programs. Letters were mailed to 1,000 foreign language teachers in Indiana inviting them to apply for the expense-paid workshop. Of 22 teacher respondents, 15 were selected for participation. The major program goals were: (1) to prepare participants to introduce a course; (2) to develop a model for introduction of such courses in critical languages; (3) to provide, review, or develop appropriate teaching materials; (4) to sensitize participants to Chinese history, culture, economics, politics, plastic arts, literature, values, and lifestyles and (5) to prevent or correct cultural stereotypes and misconceptions. Another goal was to establish both a cooperative network among the Indiana middle and high school teachers who would be introducing Chinese studies, and an ongoing liaison between these teachers and the Ball State University foreign language faculty. The program resulted in ingenious approaches to course implementation and increased interest. (MSE)

ED 306 786 HE 022 447

The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. The Final Report and Working Papers. Volume Two.

Arizona Board of Regents, Phoenix.

PUB DATE- Nov 88
NOTE- 714p.; For Volume One, see HE 022 446. For individual papers, see HE 022 448-480 and HE 022 482-501. The publication of the final report and working papers was made possible by a grant from Flinn Foundation.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Accountability; Advanced Placement; Blue Ribbon Commissions; College Administration; College Planning; College Students; Competition; Economic Development; Educational Finance; Educational Quality; Efficiency; *Excellence in Education; Financial Support; *Graduate Study; *Higher Education; Institutional Mission; Policy Formation; Public Colleges; *Research Universities; *Resource Allocation; State Boards of Education; State Universities; Teacher Recruitment; Technology Transfer
IDENTIFIERS- *Arizona; Arizona State University; *Arizona Task Force On Excellence Efficiency Compet; Northern Arizona University; Strategic Planning; University of Arizona

Volume Two of a report by the Arizona Board of Regents' independent citizen commission to examine the performance of the state's three public universities presents 26 working papers in four sections. Section One, Research and Graduate Education/Universities: A State Resource, offers five papers, including: "University Research and Economic Development in Arizona Today: A Working Paper: (M. Fisher); "Technology Transfer and Economic Development in Arizona" (J. Brophy); and "The Quality of Graduate Education at Arizona's Universities" (M. Fisher). Section Two, Mission Development and Strategic Planning, has 10 papers, including: "Arizona Environmental Scan Study" (J. Bartram and M. Gebel); "Some Thoughts About Approaching the Future of Arizona" (R. Caldwell); and "Enrollment at Arizona Universities: Forecasts to the Year 2000" (R. Caldwell and K. Brown). Section Three, Management Efficiency and Accountability, offers nine papers, including the following: "The Governance and Decision Making Processes of the Arizona Board of Regents and Universities" (J. Schneider and E. Johnson); "Survey of Administrative Service Operations at the University of Arizona, Arizona State University and Northern Arizona University" (G. Davis); and "Advanced Placement: Increasing Efficiency in High School-University Articulation" (R. MacVicar). Section Four, funding and resource utilization, offers the following three papers: "An Overview of the State of Arizona, Arizona Board of Regents and University State Operating Budget Request Processes Including a 25 Year State Funding, Productivity and Performance Output History of University of Arizona Main Campus, Arizona State University Main Campus and Northern Arizona University" (A. Carroll); "The Role of Private Fund Raising in Enhancing the Excellence and Competitiveness of Arizona's Universities" (E. Johnson); and "Recruitment and Retention of Faculty: An Imperiled National Resource" (G. Davis). (SM)

ED 306 821 HE 022 483

Caldwell, Roger L.
Foresight: Definition and Need for Arizona Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 10p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change; Change Strategies; Competition; Educational Change; Educational Planning; Educational Quality; Efficiency; Excellence in Education; Futures (of Society); *Higher Education; Institutional Survival; *Long Range Planning; Public Colleges; Self Evaluation (Groups); Social Change; *State Universities; *Statewide Planning; Technological Advancement
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document discusses the importance of foresight (a broad based, future-oriented evaluation) for Arizona's universities. Institutions of all types must recognize varying degrees of a need to base their decisions on adequate consideration of key external and internal trends as well as potential changes in these trends. Institutions must evaluate their own strengths and weaknesses in terms of present and anticipated operating environments. Foresight provides background for strategic planning activities by early recognition of changes. It also develops a framework within which to make today's decisions. It helps avoid future negative consequences and costs of ignoring external and internal factors during times of uncertainty. Foresight techniques include literature reviews, small group discussions, and roundtables or advisory committees. Implementation issues and possible pitfalls of this process are noted along with key ingredients for a successful program (e.g., understand today's realities first, involve the end user, and evaluate both data and ideas). The next decade in Arizona will bring much uncertainty in many areas involving the state and the university. Foresight capability should be developed in the universities and the Regents' staff in support of both strategic planning and current decision processes. Two appendices provide recent examples of foresight efforts by the U.S. Office of Technology Assessment and historic examples of results of not using foresight capability. Contains 13 references. (SM)

ED 306 883 HE 022 607

Summerville, Janet R.
Community Action Volunteers in Education (CAVE).
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Chico.
PUB DATE- Feb 89
NOTE- 151p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Funding also provided by the United Way of Butte/Glenn Counties.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; College Students; *Community Involvement; *Community Services; Disabilities; *Extracurricular Activities; Higher Education; Low Income Groups; Models; Older Adults; Program Descriptions; *School Community Relationship; State Universities; *Student Volunteers; Tutoring
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *California State University Chico; Community Action Volunteers in Education

The Community Action Volunteers in Education (CAVE), which is described in this report, is a co-curricular learning, non-profit agency offering over 16 programs to children, the elderly, special populations, and low-income residents in the Chico, California, area and in three state institutions in the Napa and Sonoma Valleys. Based at California State University, Chico, and under the guidance of an Advisory Board, a paid director, and an office manager, the 50-55 volunteer student staff annually place 1500-2000 volunteers with more than 10,000 clients. The staff is responsible for program planning, volunteer recruitment, screening, training, monitoring, and evaluating. CAVE creates alternatives to traditional education by involving students co-curricularly with the community in helping to provide solutions to particular human needs and problems. Programs include big brother/big sister relationships, tutoring, assistance to disabled children and their families, recreational programs for low-income children, and activities for and with the elderly. A variety of types of program evaluation show the program to be successful. Appended are a CAVE brochure, a detailed administrative report on the program, the 1988-89 budget, a brochure on CAVE's receipt of the 1988 G. Theodore Mitau Award from the American Association of State Colleges and Universities, and newspaper articles on the program. (KM)

ED 306 907 HE 022 632

Ingmanson, Dale E.; Basile, Donald D.

San Diego High School Science Teacher Development Program.

San Diego State Univ., Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- CRMSE-86-01
PUB DATE- 30 Jun 86
NOTE- 37p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Part 2 of Appendix B, the IPSP Problem Solving Test, has been removed by ERIC due to copyright restrictions.
GRANT- NSF/DPE-8470394
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; College Bound Students; *College School Cooperation; Counseling; Critical Thinking; Equal Education; Faculty Development; Higher Education; Language Skills; Mathematics Skills; Minority Groups; Models; Peer Teaching; Problem Solving; Program Descriptions; Science Instruction; *Science Teachers; *Secondary School Teachers; State Universities; *Teacher Improvement; Teaching Methods; Tutoring; Writing Across the Curriculum
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; California (San Diego); *San Diego State University CA

The San Diego High School Science Teacher Development Program was designed to address the lack of skills in communication and analytical reasoning and the need for increased scientific literacy at seven urban high schools in San Diego whose student populations from minority ethnic backgrounds exceed 50%. Among project objectives were: to improve the science achievement of college bound students, the basic language and math skills of students in high school science, and academic counseling for students to prepare for possible science or technical majors in college; and to develop a model for high school/university cooperation. The project included provisions for San Diego State faculty consultants and student tutors (science majors) to be at the school site. It also provided support for in-service professional training for high school teachers. After 3 years of the project, all indications indicated that: the project encouraged meaningful cooperation between high school and university faculty; all seven schools improved in basic language and math skills more than the district as a whole; and Writing Across the Curriculum programs have a synergistic positive effect on writing ability. Appended are an assessment of science student writing; results from analysis of the IPSP Problem Solving test; a copy of the Maxigrant Continuation questionnaire; and the 1985/86 roster of the San Diego High School Teacher Development program. (Author/SM)

ED 307 011 JC 890 259

Ginocchio, Peggy; Beverly-Grant, Cheryl
The Transfer Game: A Working Guide for Students.
El Camino Coll., Torrance, Calif.
PUB DATE- 87
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Admission; *College Applicants; *College Transfer Students; Community Colleges; Financial Aid Applicants; Student Financial Aid; *Transfer Policy; Two Year Colleges

Designed as a guide for El Camino College (ECC) students considering transfer to a four-year institution, this booklet explains each step in the transfer process. Section A focuses on considerations in selecting a transfer institution that fits the student's educational goals and needs, including the existence of a bachelor's and graduate degree program in the student's chosen field, institutional reputation, and college environment. Section B offers guidance for meeting transfer requirements, providing general comments on transferring to the California State University (CSU) and University of California (UC) campuses and to private colleges. In addition, this section outlines steps in the certification of general education requirements and urges students to remain in contact with an academic counselor throughout their ECC enrollment. Section C explains the application process, including filing dates and documentation requirements. Sections D and E offer guidance in obtaining financial aid, scholarships, and loans. Finally, section F suggests a series of steps to take after the student has been accepted at the transfer institution. Appendixes include samples of pages from college catalogs, information on CSU general education requirements, a sample transcript with a key to reading it, instructions for writing the personal essay portion of the UC admissions application, sample financial aid forms, a glossary of terms, and a checklist. (ALB)

ED 307 024 PS 017 905

Paul, Rhea
Profiles of Toddlers with Delayed Expressive Language Development.
PUB DATE- Apr 89
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Comparative Analysis; *Delayed Speech; *Expressive Language; Family Influence; *High Risk Persons; *Identification; Interpersonal Competence; Phonology; Problem Solving; Profiles; Social Behavior; *Toddlers; Vocabulary

This study used several measures to compare 40 toddlers with delays in expressive language and 40 children acquiring language normally. Findings indicated that children with small expressive vocabularies at 2 years of age are not different from their normally speaking peers in terms of hearing, history of ear infections, birth order, or pre- or peri-natal history. They do tend to come from families with a history of language or learning disorders. In addition, children with small expressive vocabularies: (1) appear to have subtle deficits in nonverbal problem solving despite having normal intelligence; (2) are very likely to show deficits in social maturity; (3) seem somewhat less motivated than normally speaking children to interact with others; (4) are perceived by their parents as being hyperactive and more difficult to manage than normal toddlers; and (5) show less phonological skill, in terms of syllable structures produced and number of different consonants used. Preliminary outcome data suggest that children with small vocabularies at 2 years of age are at moderate risk for language delay that continues until at least 3 years of age. They are at somewhat higher risk of articulation deficit at age 3. Social immaturity persists to this age. (RH)

ED 307 055 PS 018 004

Brown, Patricia
Improving Behavior of Kindergarten Children through Effective Training and Communication.
PUB DATE- 89
NOTE- 115p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Interpersonal Communication; Interviews; *Kindergarten Children; Learning Activities; Military Personnel; Newsletters; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Primary Education; Workshops
IDENTIFIERS- *Dependents Schools

A kindergarten teacher working at a school on a military base located on an island in the North Atlantic used improved methods of communication to design a practicum intervention to improve the behavior of kindergarten children who resided on the base. The goal of the practicum was to improve the behavior of the children through: (1) frequent written and phone communications between home and school; (2) a monthly newsletter; (3) provision to parents of information about youngsters in the class; (4) various aids to parenting; and (5) answers to questions that parents had asked about procedures, practices, and curriculum. Four scheduled parent workshops provided specific information on behavioral difficulties, the importance of nutrition for the kindergarten child, the child at-risk for learning problems, and practical ways to help the young school child. Findings of practicum evaluation efforts indicated positive outcomes. Plans have been made to continue the program. The appendices include kindergarten handbook materials (about 40 pages), parent questionnaires and results, and a readiness test and scores. (RH)

ED 307 070 PS 018 029

Levy, Gary D.; Carter, D. Bruce

Gender Schemas and Discrimination Learning: A New Twist on an Old Paradigm.

PUB DATE- Apr 89
NOTE- 27p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention; *Discrimination Learning; *Preschool Children; Preschool Education; *Sex Role; Shift Studies
IDENTIFIERS- *Gender Schema Theory; *Stimulus Characteristics

This study focused on the influence of gender schemas on children's abilities to focus their attention away from or toward stimuli containing the dimension of gender. Children identified as gender schematic and aschematic participated in a nonreversal discrimination learning paradigm in which one relevant dimension was gender-relevant and another was gender-irrelevant. Subjects were 67 children of 3 to 9 years of age. Children participated in a nonreversal concept learning task and a schematic processing task that resulted in two indices of gender schematic processing: facilitated and inhibited choices. Findings support predictions of gender schema theory regarding differences between the salience of gender for gender schematic and aschematic children. Gender schematic children found it difficult to refocus their attention away from a previously rewarded, gender-relevant dimension to a subsequently rewarded nongender-relevant dimension, but easily made a dimensional transition from a nongender-relevant dimension to one that was gender-relevant. Gender aschematic children's abilities to refocus their attention from one stimulus dimension to another appeared to be uninfluenced by the gender-relevance of the dimension. Children's abilities to refocus their attention to a new stimulus dimension differed as a function of their gender schematicity and the type of dimensional shift required. (RH)

ED 307 083 RC 017 066

Heimlich, Joe E., Comp.; And Others
Ohio Information Package: Community and Natural Resource Development. Bulletin 698, March 1989.
Ohio State Univ., Columbus. Cooperative Extension Service.
PUB DATE- Mar 89
NOTE- 84p.; Some maps may not reproduce well.
AVAILABLE FROM- Community and Natural Resource Development, 2120 Fyffe Road, Columbus, OH 43210.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; Census Figures; Demography; Economic Research; Employment Patterns; *Geographic Distribution; Graphs; Maps; Migration Patterns; *Population Distribution; *Population Trends; Residential Patterns; Social Distribution; Sociocultural Patterns; Tables (Data)
IDENTIFIERS- *Ohio

This booklet consists almost entirely of demographic data on Ohio presented in the form of charts and graphs. The information, for the most part, focuses on the period from 1980 to 1987 and is categorized into five sections: Population, Households, Families and Health; Employment; Income and Taxes; and Miscellaneous Ohio Information. Much of the data throughout the book is organized by county. Topic areas include: percent population change; turnaround counties, 1970-1980 and 1980-1987; percent net migration; annual average crude birth rate; population under 18; population over 50; and median age. A brief analysis indicates Ohio's population has remained relatively steady since 1980, with declines in core metropolitan counties and growth in fringe metropolitan counties. The household section includes information on numbers of households, marriages, divorces, live births, deaths, and causes of death. The employment section shows unemployment rates, average total employed in 1987, percentage of change, and several types of data on farming. Among other data the income section shows average weekly earnings; median household effective buying income; percent households below $10,000 income; state government revenues per capita; Ohio state rankings for tax collections; the federal, state, and local tax burden; revenue sources and expenditures; and taxable general tangible personal property. The miscellaneous section offers information on land use in Ohio since 1900, National Park and Forest Service areas, outdoor recreation facilities, physiographic regions, and rural zoning. There is a glossary and an information form for the user. (TES)

ED 306 834 HE 022 496

MacVicar, Robert

Program Duplication in Arizona Universities.

Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 12p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Competition; Educational Economics; Educational Quality; *Efficiency; Excellence in Education; Higher Education; Needs Assessment; *Program Evaluation; Public Colleges; *Resource Allocation; *State Universities
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; *Program Duplication; University of Arizona

The issue of the degree to which program duplication among two or three of Arizona's universities diverts resources from other priority needs of higher education is addressed as one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Specific arguments for the internal needs for program duplication include: (1) (1) the opportunity to teach the upper-division courses required by majors in a discipline enhances the department's ability to attract and retain a more qualified faculty; and (2) the absence of graduate students significantly hampers research. External needs justifying program duplication include: (1) physical restraints are sufficiently critical; and (2) population pressure for access is sufficient. Areas of discussion are: current status of program review; process for review of proposals for new programs; proposal review process for review of existing programs; and criteria for identifying programs for review. To assure the public that accountability exists for the resources made available to the Arizona public universities, a continual review of the procedures used to initiate new programs and to assure the efficiency of existing ones should be required by the policies of the Board of Regents. Particular attention should be given to programs of low productivity that are duplicated within the system. An appendix provides information on the degrees awarded in various program areas. Contains 4 references and 6 tables. (SM)

ED 306 870 HE 022 594

Minorities and Justice Careers.

Alaska Univ., Anchorage.; American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- 88
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Alaska Natives; American Indians; Blacks; *Career Awareness; *Equal Education; Equal Opportunities (Jobs); Higher Education; Hispanic Americans; Justice; *Law Related Education; *Minority Groups; Models; Nondiscriminatory Education; Program Descriptions; Sex Discrimination; State Universities; *Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Alaska Anchorage

The Minorities and Justice Careers Program at the University of Alaska, Anchorage, is an intensive summer program for Alaska Natives and members of other minority groups interested in pursuing careers in the justice system. This program was conceived in response to a perception that minority groups are underrepresented in professional positions within the Alaska justice system. Through a combination of academic classes, field observations, guest lectures, and internships, the students receive both an academic and practical introduction to the justice system, encouraging them to consider justice system careers. Since the program's beginning in 1983, more than 85 students have participated, and many of them are now considering their undergraduate educations in the justice field. Others have assumed professional positions in justice-related agencies. Alaska Native students have represented all of the traditional groups indigenous to Alaska, and other minority groups represented are Hispanic and Black Americans and displaced homemakers. The program has received extensive favorable publicity throughout the state and is recognized by the Consortium for Graduate Opportunities for American Indians at Northern Alaska University. (SM)

ED 306 896 HE 022 621

Center for Instructional Computing.

American Association of State Colleges and Universities, Washington, D.C.; Eastern Michigan Univ., Ypsilanti.

PUB DATE- 1 Mar 89
NOTE- 16p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Computer Assisted Instruction; Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; *Microcomputers; Models; Program Descriptions; State Universities; Teacher Participation
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Computer Centers; *Eastern Michigan University

The Center for Instructional Computing (CIC) at Eastern Michigan University is described in this report. The center serves as a model for making the infusion of innovative uses of microcomputers within instruction a faculty-centered effort. CIC provides a physical facility with IBM and Apple microcomputers dedicated to faculty use, both as a laboratory and as a home for ongoing assistance and program offerings. The single most unique feature of the CIC is its dual organizational configuration (the facility and certain support aspects are administered by the dean, and the program of services is in the faculty domain). Specific programs and services currently available include: peer workshops; peer training; a newsletter; open periods of time for use of hardware and software with professional assistance; a collection of resource materials on all aspects of computing available 40 hours per week; and a faculty summer grant award program for instructional computing projects. In its fourth year of operation, CIC is a vital component of faculty development within the university. Faculty are more comfortable and active in their use of microcomputers in instruction today than they were in 1984. Four appendices are: a graph of CIC total lab visits; a graph of cumulative hours by major topics; a graph showing perceived workshop influence on teaching; and a CIC newsletter. (Author/SM)

ED 306 945 IR 013 789

Ruyle, Kim E.
Artificial Intelligence in Education.
PUB DATE- Aug 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Authoring Aids (Programing); *Expert Systems; *Individualized Instruction; *Microcomputers; *Problem Solving; Tutoring
IDENTIFIERS- Intelligent CAI Systems

Expert systems have made remarkable progress in areas where the knowledge of an expert can be codified and represented, and these systems have many potentially useful applications in education. Expert systems seem "intelligent" because they do not simply repeat a set of predetermined questions during a consultation session, but will have a reason for each question asked based on answers given to previous questions. Simple expert systems can now be created by individuals with little programming experience using authoring tools. Microcomputer-based expert systems provide an affordable way to solve meaningful problems and enhance the problem solving abilities of individuals and organizations. Expert systems can be used in the classroom or laboratory by providing individual consultation sessions with students. Great flexibility is possible with expert systems because a knowledge base embedded in a system is easily modified and expandable. These "intelligent" tutors will develop an internal model of a student and then adapt the instructional technique to fit that individual. In addition, older workers seeking retraining might respond especially well to interacting with an expert system in an on-the-job training program. In the future expert systems will assist administrators with scheduling, budgeting, and program evaluation. The next few years will be interesting and full of opportunities for educators applying artificial intelligence tools in their field. (8 references) (EW)

ED 306 959 IR 052 744

Lolley, John, Ed.
Zero Based Staffing/Services Analysis for the Central State University Library.
Central State Univ., Edmond, OK. Univ. Library.
PUB DATE- 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Libraries; Higher Education; *Library Administration; *Library Planning; Library Research; Library Services; *Long Range Planning; *Needs Assessment; Reference Services; *Staff Utilization
IDENTIFIERS- Central State University OK

Zero Based Staffing/Services (ZBS/S)--a management tool designed to portray the relationship between the people or staff of an agency and the services they perform--was used in this study to inventory library services and staffing at the Central State University Library and provide a long-range planning analysis for library and university administrators. Within this framework, the staffing and services of the following library departments are described: Reference, Circulation, Government Documents, Public Access, Archives, Acquisitions, Cataloging, Serials, and Personnel Services. An organizational chart of the library is provided, and the text is supplemented by various charts and diagrams. Information from selected Texas universities for comparison is appended, and an index is included. (EW)

ED 306 985 JC 890 231

Ross, Betty

Community College Competency-Based Child Development Associate (CDA) Outreach Training Program.

Columbus State Community Coll., OH.
PUB DATE- 89
NOTE- 9p.; Basis of a paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Development Centers; *College Programs; Community Colleges; *Degree Requirements; *Special Degree Programs; *Special Education; Two Year Colleges

Though Columbus State Community College (CSCC) offers a full range of courses in child development, these courses are not always suitable for or accessible to persons who wish to obtain certification as Child Development Associates (CDA's). To meet these educational needs, CSCC developed the Competency-Based CDA Outreach Training Program. The program included: (1) a CDA Overview and Portfolio Building class, which met weekly for 10 weeks; (2) one-credit hour of field experience to be fulfilled in an early childhood setting; and (3) two self-study modules, one in self-concept and one in cognitive curriculum, which were developed from existing course manuals. Over the 17-month project, during which 16 CDA's were trained to successfully meet day care licensing standards, there were successes as well as problems. Some participants felt lost in the classroom portion of the training, and the failure of certain child care settings to follow a developmentally appropriate curriculum caused problems for students and the project coordinator. However, in general, both the students and the children in their care benefited from the program. (ALB)

ED 307 096 RC 017 109

Monk, David H.
Disparities in Curricular Offerings: Issues and Policy Alternatives for Small Rural Schools. Policy Issues.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 40p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P. O. Box 1348, Charleston, WV 25325 ($4.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Boarding Schools; *Change Strategies; Consolidated Schools; *Educational Improvement; Educational Innovation; Educational Planning; Educational Technology; Elementary Secondary Education; Enrollment; *Public Policy; Public Schools; Resource Allocation; *Rural Schools; School District Autonomy; *School Size; Small Schools

This review explores the debate on optimal school size and discusses policy options available to states for expanding curricular offerings in small rural schools. Policy options are divided into three broad categories: traditional, modified traditional, and nontraditional. The report explores the possibilities available under each approach, documents instances where various policies have been pursued, and offers speculation regarding largely untried alternatives. The traditional approach reflects the belief that low enrollment levels contribute to inadequate program offerings. Policies falling under this rubric include mandates for small districts to consolidate into larger ones. The modified traditional approach is similar except that it is more tolerant of locally developed means of raising enrollment levels. The nontraditional approach differs substantially from the other two because it places less emphasis on low enrollment as the primary source of difficulty for small rural schools. Instead, problems are viewed as having more to do with the utilization of available technology, the quality and nature of teacher resources, low fiscal capacity, and nonsize-related features of ruralness (such as isolation). The goal of the nontraditional approach is to address more directly the perceived causes of difficulty rather than to increase school sizes. It calls for further development of instructional technologies, more creative uses of itinerant services, alternative scheduling (such as the four-day week), and programs designed to enhance diversity. The document takes the position that each of the three policies holds promise, and pays particular attentions to the possibilities associated with residential schools (the traditional approach), locally designed reorganizations (the modified traditional approach), and the use of instructional technologies (the nontraditional approach). (TES)

ED 307 123 SE 050 576

Dumas-Carre, Andree; Caillot, Michel
Cognitive Aids for Solving Physics Problems.

PUB DATE- 89
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Drawings and tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Foreign Countries; *Mechanics (Physics); Physics; *Problem Solving; *Science Instruction; *Scientific Concepts; Scientific Principles; Secondary Education; *Secondary School Science
IDENTIFIERS- France; *Mental Models

Most physics problem-solving studies provide data that indicate problem representation is different between experts and novices. This paper presents "cognitive aids" guiding the process of elaboration of a problem representation through intermediate representations. Intermediate means that the representation is situated somewhere between the verbal description of the problem statement and the final representation. Four cognitive aids are described including goal analysis, motion analysis, event strip, and body-interaction diagram. Two ways for teaching the cognitive aids (specific training session and integrated teaching), their respective assessment, and an interpretation of the results are presented. This paper concludes that student performance for solving mechanics problems can be improved if any teaching aims at helping students to build a useful problem representation, and learning is better if the teaching aid is not separated from the teaching of physics concepts, principles, and laws. (YP)

ED 306 810 HE 022 471

Church, Kathleen
A Survey of Alumni, Class of 1981, Arizona's Universities Outcomes and Opinions.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 26p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alumni; College Graduates; College Role; Competition; *Educational Quality; Efficiency; Excellence in Education; Followup Studies; Graduate Surveys; Higher Education; Minority Groups; *Outcomes of Education; Public Colleges; Questionnaires; State Surveys; *State Universities; Student Development; Success
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

The results of a survey of the alumni of the class of 1981 of Arizona's three public universities are presented as part of the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. A letter and survey form were sent to all alumni in this class, and the response rate was good to excellent. Findings include the following: a majority of class members are living in Arizona; female and minority graduates tend to be concentrated in education and business; majority alumni earn more than minority alumni, and males earn more than females; respondents from Arizona universities are about average in their perceptions of what the universities contributed to their personal growth; and minority students who persist to graduation consider that the universities have contributed more to their personal growth in many areas than do white alumni. It is recommended that the universities survey alumni periodically to determine if the current emphasis on quality undergraduate education is changing the perceptions alumni hold about the institutions. Appended are a copy of the alumni survey, a letter to the alumni asking for help in this project, and a memo to the alumni reminding them to send in their survey forms. (SM)

ED 306 846 HE 022 570

Buchanan, Harriette C.

Videotutoring via AppalNet.

American Association of State Colleges and Universities, Washington, D.C.; Appalachian State Univ., Boone, N.C.
PUB DATE- 1 Mar 89
NOTE- 15p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiovisual Aids; *Closed Circuit Television; College Instruction; College Students; Distance Education; Higher Education; Models; Program Descriptions; State Universities; Student Improvement; *Supplementary Education; Teaching Methods; *Tutorial Programs; Tutoring; Video Equipment
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Appalachian State University NC

The Videotutoring via AppalNet project at Appalachian State University in North Carolina offers supplementary, tutorial assistance to students in certain high risk courses such as history, biology, and mathematics. This program enables instructors to tape test review sessions which are broadcast live and then later rebroadcast at other times on Appalachian's closed circuit cable system. It is not designed to be a primary instructional vehicle but rather a supplement through which the instructor provides extra materials for students that the students may or may not choose to use. For many students needing tutorial assistance, repetition is a key to better learning, and this program allows that. Videotutoring operates under the philosophy that the best tutor for any course is the course instructor. Results indicate from 75-80% of a class will watch a videotutoring session at least once. The major conclusions about videotutoring as a pedagogical tool support the assertion that a small extra effort on the instructor's part results in strong affective gains in how the students feel about the instructor and about the class that the instructor teaches. Student performance in the course tends to improve, sometimes by as much as one letter grade. (SM)

ED 306 931 HE 022 657

Luckey, Angela; And Others
League of Schools. 1989.

American Association of State Colleges and Universities, Washington, D.C.; Idaho State Univ., Pocatello. Coll. of Education.
PUB DATE- 89
NOTE- 32p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Consortia; Cooperative Programs; Educational Cooperation; Excellence in Education; Higher Education; Models; Program Descriptions; Schools of Education; Shared Resources and Services; *Staff Development; State Programs; State Universities; *Teacher Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Idaho State University

The League of Schools in southeast Idaho described in this report is a staff development consortium consisting of 15 local school districts, the College of Education, and the College of Liberal Arts at Idaho State University. Initiated in the belief that the ongoing training needs of classroom teachers could best be addressed by a coalition of trainers and practitioners working as a team to deal with common concerns, the League develops and maintains a permanent regional system of cooperative inservice planning, delivery, and evaluation. Districts are provided with technical assistance in all areas of staff development (e.g., long range planning, training of personnel, and program management). Resources are pooled for staff development purposes. This program is an effective vehicle that yields benefits for all members in shared resources and talents. It works because of the constant contact with the field. Activities are developed to meet specific needs, and deliberate efforts are made to help teachers determine needs. Services in technical assistance and organization of plans for activities are largely provided by a League inservice coordinator who has staff development responsibilities in each of the institutions. The League concept addresses not only staff development but also the large issues of school/university cooperation, structural relationships, and inter-institutional responsibility. Related articles, news releases, and brochures are appended. (SM)

ED 306 973 JC 890 212

Boggs, George R.
Pathways to the Presidency.
PUB DATE- 30 Apr 88
NOTE- 25p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; Administrator Characteristics; *Administrator Qualifications; *Administrator Selection; *Career Development; *Career Ladders; College Administration; *College Presidents; *Community Colleges; Doctoral Degrees; Employment Interviews; Females; Job Application; Leadership Qualities; Minority Groups; Two Year Colleges

The career path most likely to lead to a position as a community college president begins with a faculty position. However, presidents have not necessarily attained the presidency directly from faculty positions: 26% of community college chief executive officers were deans prior to becoming presidents; 24% were vice-presidents; and 16% transferred from another college at which they were presidents. Most community college presidents have the following qualifications and characteristics: administrative experience, usually in supervising faculty; willingness to move from one institution or geographic area to another; a doctorate degree from an accredited, preferably non-experiential, institution; a significant publishing record; a demonstrated ability to speak before large audiences; experience in dealing with personnel and, in some states, collective bargaining; experience in the preparation, analysis, and management of budgets; active roles in community service and professional organizations; and credible references. In addition to gaining these qualifications, the aspiring president should develop a resume that includes a statement of his/her managerial and educational philosophy; complete the application form carefully; gather background information on the college and the previous president's reasons for leaving before and during the interview; anticipate questions and be prepared to answer them candidly; and analyze the interview. Compatability between the culture and attitudes of the institution and the philosophy of the new president is essential. (ALB)

ED 306 999 JC 890 245

Little, Doric
Addressing the Issue of Appropriate Professional Ethics on Community College Campuses.
PUB DATE- 89
NOTE- 9p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Community Colleges; *Employer Employee Relationship; Interpersonal Relationship; Legal Problems; Sexual Harassment; *Teacher Behavior; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Sexual Relationships

The issues of sexual harassment and appropriate sexual conduct have caused nationwide interest in ethics in academia. Questions of the appropriateness of sexual relationships between faculty and students, and between supervisors and employees, are both legal and ethical in nature. The Supreme Court has ruled that the most important factor in determining the merit of a sexual harassment case is whether the conduct was "welcome." However, the defense of consensuality is not viable when one partner in the relationship has power over the other. Supervisors, administrators, faculty, and/or staff may be liable in three possible situations: (1) a relationship that started out as "welcome" may become unwelcome; (2) the parents of a student involved in a sexual relationship with a faculty member may complain about the inappropriateness of the relationship; and (3) classmates of a student involved with an instructor may claim unequal treatment. The creation of an academic environment free of unethical conduct may be approached by formally adopting a code of ethics, and/or adding a statement about appropriate sexual relationships to existing sexual harassment policies. The University of Hawaii's community college system is in the process of doing both. Faculty senates on all six campuses have adopted the American Association of University Professors' Statement on Professional Ethics and are currently modifying their sexual harassment policy to indicate that sexual relationships between faculty/supervisors and students/employees, even by mutual consent, may be grounds for disciplinary action. Adopting a code of professional ethics does not guarantee ethical behavior, but it demonstrates that the college is committed to ensuring an ethical academic community. (JMC)

ED 307 040 PS 017 983

Hagekull, Berit; Bohlin, Gunilla

Infant Temperament, Maternal Expectations and Goodness of Fit as Predictors of Maternal Adaptation.

PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Coping; *Expectation; Foreign Countries; *Goodness of Fit; *Infants; Longitudinal Studies; Models; *Mothers; Parent Role; *Personality; Predictor Variables; Stress Variables
IDENTIFIERS- *Sweden

In an effort to explain early maternal adaptation, a longitudinal study aimed to delineate the relative importance of maternal expectations for infant behavior, maternal descriptions of infant temperament, and the interaction of these variables, as proposed in the Goodness of Fit model. Infant temperament was considered an environmental variable, while expectations were regarded as expressions of organismic variables. It was hypothesized that a good fit and favorable developmental outcome would result when organismic and environmental variables were in accord. Subjects were 113 mothers between 19 to 44 years of age. Findings indicated that all aspects of maternal adaptation except coping were significantly predicted: low degrees of managability predicted high degrees of irritability, and low managability expectations predicted low 4-month role satisfaction. Predictions could be made over a 6-month period. Infant temperament was more important than maternal expectations. The Goodness of Fit model was not supported. (RH)

ED 307 109 SE 050 552

Orpwood, Graham; Werdelin, Ingvar
Science and Technology in the Primary School of Tomorrow. Studies and Surveys in Comparative Education. A Study Prepared for the International Bureau of Education.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102502-3
PUB DATE- 87
NOTE- 216p.; An outgrowth of the work of the International Conference on Education (39th, Geneva, Switzerland, October 1984).
AVAILABLE FROM- Bernan Unipub, 10033 FML King Highway, Lanham, MD 20706-4391 ($15.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavioral Objectives; Curriculum Development; *Developing Nations; *Educational Improvement; Elementary School Science; Elementary Secondary Education; *Foreign Countries; Futures (of Society); *Primary Education; *Relevance (Education); *Science and Society; Secondary School Science; Teaching Methods; Technology

This publication points to a need for a renewal of primary education which would provide universal schooling in countries where it does not presently exist. Science and technology education are essential to this renewal since they make the school more relevant to the working world, local realities, and future opportunities. This book attempts to show how primary education systems could become more responsive to the challenges of the modern world. The publication contains the following chapters: (1) "The Science-Technology-Education Partnership" (which consists of an overview and outline of the study); (2) "Contexts of Science and Technology Education in the Primary School" (providing the concept and performance of primary education); (3) "Goals and Objectives or Primary Education"; (4) "Structure and Content of Primary School Curricula"; (5) "The Delivery System in Primary School" (provides information on teaching methods, the educational organization, pupil achievement, teacher training, and consequences of science and technology education); (6) "Renewal of Science and Technology Education" (covering the means, problems, and effects of the renewal); and (7) "Reflections and Questions for Deliberation" (containing the context, dilemmas, curricula structure, and delivery system) of science and technology education in the primary school. (RT)

ED 306 773 FL 017 972

Cumming, Alister; And Others
Reading and Summarizing Challenging Texts in First and Second Languages.
McGill Univ., Montreal (Quebec).
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Cognitive Ability; Difficulty Level; English; French; *Knowledge Level; *Language Proficiency; *Problem Solving; Reading Comprehension; *Reading Skills; *Second Languages; Writing Skills
IDENTIFIERS- *Summarization

A study investigated the thinking processes of 14 Anglophone students of French performing challenging reading and summarizing tasks in their first and second languages. Individuals proved to use equivalent higher-order problem-solving strategies while writing and reading in both languages. Strategies varied with the individuals' levels of literate expertise in their native language, correlating with the qualities of written summaries they produced in both languages. Uses of these problem-solving strategies appeared unrelated to levels of second language proficiency (beginning and intermediate). Analyses of the verbal reports reveal thinking processes which are common to reading and summary-writing in first and second languages but which appear to vary with literate expertise and relevant knowledge. Findings are interpreted in relation to theories of the cross-linguistic interdependence of cognitive-academic skills and to a model of discourse comprehension. Implications are drawn for bilingual cognition, further research, and introduction of second language reading and writing. (Author/MSE)

ED 306 798 HE 022 459

Talbott, Mary J.; Church, Kathleen
Evaluation and Assessment: A Literature Review (Summary).
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 12p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Competition; *Educational Assessment; Educational Planning; *Educational Quality; Efficiency; *Evaluation; Excellence in Education; Higher Education; Public Colleges; State Universities
IDENTIFIERS- *Arizona; Arizona Task Force on Excellence Efficiency Compet

A literature review on evaluation and assessment of undergraduate education is presented as part of the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. It is designed to provide an overview of certain evaluation frameworks that have been used in higher education, present some approaches used in the assessment of quality of undergraduate education, and identify issues of general concern surrounding evaluation. Topics of discussion include evaluation frameworks and approaches to assessing quality; evaluation as professional judgment; evaluation by measurement; evaluation by the assessment of congruence between performance and objectives; goal-free/responsive evaluation; other ways of assessing quality; value-added assessment of quality; resources as indicators of quality; unobtrusive measures of quality; and general considerations, questions, and issues. Questions to be answered prior to establishing evaluation frameworks include why the evaluation is being done, what types of information are needed, what methodologies are required, what sources of information the evaluation will have access to, how much time it will take, what personnel and resources are available, and who is the audience for the results. Contains 40 references. (SM)

ED 306 822 HE 022 484

Caldwell, Roger L.
Arizona's Universities in Transition.
Arizona Board of Regents, Phoenix.

PUB DATE- Nov 88
NOTE- 27p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501. Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Change; Change Strategies; Community Colleges; Competition; *Educational Change; Educational Quality; Efficiency; Excellence in Education; Higher Education; Public Colleges; *State Universities; *Statewide Planning
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document presents statistical data on the transition of Arizona's universities, consolidating many ad hoc analyses. It lists selected data that helped identify and develop Task Force issues and describes the transition of the universities over the past three decades. Institutional histories are presented for Northern Arizona University, Arizona State University, the University of Arizona, and Arizona community colleges. Faculty and student trends (e.g., overall enrollment changes, instructional distribution by colleges within the university, and distribution of degrees by subject area) are discussed. Research related data include sponsored projects listed by Arizona budget category and research activities by National Science Foundation categories. Budget distribution, capital construction, and program changes as indicators of university emphasis are noted. Data are summarized by such topics as external trends as indicators of internal shifts, degrees awarded as indicator of student interest, research funds received as indicator of research effort, and enrollment patterns as indicator of student trends. Ten conclusions include: Arizona's universities will probably continue in a transition state for the next decade; each university has a different mix of degrees awarded by type of degree; and research growth by the universities as a percentage of national research and development funds varies among the universities. Trend data tables are appended. (SM)

Interactive Video Training and Development Activity.

American Association of State Colleges and Universities, Washington, D.C.; Troy State Univ., Ala.

PUB DATE- 88
NOTE- 14p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- G008301678
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Audiovisual Aids; Computer Assisted Instruction; Contracts; Educational Technology; Electronic Equipment; Higher Education; *Instructional Development; Instructional Systems; *Interactive Video; Models; Online Systems; Program Descriptions; State Universities; Videodisks; *Video Equipment; Videotape Recorders
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Troy State University AL

The Interactive Video Training and Development Activity of Troy State University (Troy, Alabama) is described in this report. The project has trained more than 30 people in the production of interactive video programs since its inception in 1983. Since 1985, training programs have been offered twice a year to individuals within and outside the university. Interactive programs have been produced in such areas as mathematics, chemistry, music, reading, writing, and art, and they have been used for instructional support and training. An interactive videodisc Student Information System was developed in 1986 to give students information about academics, the campus, and student activities, services, and organizations. Participants in the project are selected from all divisions of the university. Programs produced may be used on an Apple IIe interfaced with a BCD card to a video cassette recorder, an Apple IIe interfaced with a VMI card to a videodisc player, or an IBM InfoWindow System. As a result of the success of this activity, the university has established the Interactive Media Center to offer training and consultant services to others. The major problem at this point is lack of standardization of equipment. Appended are the training application form, contract, and the learning module evaluation sheet. (Author/SM)

ED 306 919 HE 022 645

The Writing Center: Troy State University.

American Association of State Colleges and Universities, Washington, D.C.; Troy State Univ., Ala.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 43p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- G008102670; G008301678; G008641169
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Educational Facilities; Faculty Development; Higher Education; Learning Modules; Models; Program Descriptions; Questionnaires; State Universities; *Student Development; Test Wiseness; *Tutoring; Video Equipment; Workshops; Writing Across the Curriculum; *Writing Improvement; *Writing Laboratories; Writing Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Troy State University AL

The Writing Center at Troy State University (Troy, Alabama), is described in this report. Currently in its seventh year of operation, the Center functions under the philosophy that any student can be successful given the appropriate method of instruction and sufficient time. It provides a multiplicity of services including one-to-one tutorials, small group instruction, developmental English laboratories, large group instruction, workshops, computer assisted instruction, computer controlled interactive video tape and video disk instruction, learning modules, test preparation programs, and a professional library. The Writing Across the Curriculum program is also based at the Writing Center. To date 22,000 visits to the Center have been recorded. Studies and outcome assessment procedures confirm that students who participate in the Center's programs do improve their writing skills, and that the staff is well trained and helpful. Appendices include: a brochure on the Writing Institute 1984; the Writing Center questionnaire; student surveys; an outcomes assessment form; related memos; Writing Across the Curriculum end-of-the-quarter faculty report forms and questionnaires; and writing/learning surveys. Contains 22 references. (SM)

ED 307 012 JC 890 261

Building Communities: A Vision for a New Century. AACJC National Teleconference Live via Satellite (Washington, DC, November 22, 1988). The American Seminar V Teleconference Workbook.

American Association of Community and Junior Colleges, Washington, D.C.

PUB DATE- 22 Nov 88

NOTE- 35p.; For the Futures Commission report discussed at this teleconference, see ED 293 578.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Collected Works - Proceedings (021)

DESCRIPTORS- Agency Role; College Planning; *College Role; Community Colleges; *Educational Objectives; *Educational Quality; *Futures (of Society); Professional Associations; State Agencies; Two Year Colleges

IDENTIFIERS- *Building Communities (AACJC)

In November 1988, the American Association of Community and Junior Colleges (AACJC) conducted an interactive video teleconference via satellite from Washington, D.C., to encourage community college practitioners from across the country to examine the recommendations in the report of the Commission on the Future of Community Colleges, "Building Communities: A Vision for a New Century." This workbook was designed to accompany the teleconference. It includes a conference program, Ernest L. Boyer's overview of the Futures Commission's report, and a checklist that encourages participants to rate their institutions in terms of the Commission's recommendations concerning students, faculty, curriculum, instruction, college campus, community partnerships, leadership, and assessment. In addition, the workbook contains results from a survey of 150 prominent community college leaders who were asked to assign priority to the 63 recommendations made by the Commission. This section lists the top 20 recommendations for local colleges, which focus on such goals as good teaching, high quality faculty, and student assessment; state agencies, which relate to such issues as funding, economic development, and affirmative action; and the AACJC, which suggest activities in the areas of leadership development, equal opportunity for minorities and women, and institutional advancement. The next section offers brief descriptions of 7 state initiatives and 11 institutional initiatives responding to the Futures Commission's recommendations. Finally, excerpts from several speeches by Futures Commission members are presented. (ALB)

Williams, Marsha E.; Condry, John C.
Living Color: Minority Portrayals and Cross-Racial Interactions on Television.
PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; *Characterization; Content Analysis; *Minority Groups; *Programing (Broadcast); *Television; *Television Commercials
IDENTIFIERS- *Media Bias

This study reports a content analysis designed to investigate the nature of minority portrayals and cross-racial relationships on television programs and commercials during 1987. The sample of television analyzed included 72 hours of programing and advertisements obtained from Cornell's HDTV Archive. Program characters with speaking lines, and characters in a crowd of five or more, were coded according to age, race, gender, occupation, and speaking or nonspeaking role. Primary program role was included as a coded variable to differentiate between the occupation and major function of each character. Also assessed were the frequency of minority-white interactions, and the tone and context of those interactions. Each instance of cross-racial interaction was judged to be positive or negative in tone, and social or professional in context. Findings were strikingly similar to those reported in previous content analyses. The nature of minority protrayals has remained virtually unchanged. Character analysis revealed several ways in which television minorities were less prestigious than whites. Cross-racial friendships among youth were commonplace outside of the class. In comparison with youths' cross-racial relations, adults' were predominately positive, but tended to be limited to less voluntary, job-related situations. (RH)

ED 307 056 PS 018 005

Blake, Susana S.
Development of a Foreign Language Program for Pre-School Children.
PUB DATE- 88
NOTE- 51p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- American Sign Language; *Curriculum Development; Educational Innovation; Instructional Materials; Manipulative Materials; *Preschool Children; Preschool Education; Program Effectiveness; *Second Language Instruction; *Spanish; Visual Aids; *Vocabulary Development

The director of an Early Childhood Development Center located in the Southeast United States developed a practicum to provide Spanish instruction for preschool children. The main goal of the practicum intervention was to increase the Spanish vocabulary of 18 children of 5 years of age by 30 words over a 10-week period. Spanish words were presented simultaneously with American Sign language so that a physical motion was related to each word taught. Instruction was conducted with materials in the Peabody Language Development Kit. Children received 15 minutes of instruction per school day. The program was administered by an individual who was bilingual and had degrees in foreign language education and early childhood education. Pre- and post-study evaluations of the children's Spanish vocabulary were conducted by means of a formal checklist, sentence translation, and flash cards. Practicum evaluation data indicated favorable outcomes in children's skill acquisition and enthusiasm for the subject matter. Feedback from educators and parents was also positive. Based on the positive findings, the program was continued in the setting of its original implementation. Plans were made for further development and dissemination. Related materials are presented in six appendices and include survey and evaluation forms and Spanish vocabulary in sign language. (RH)

ED 307 071 PS 018 034

Mellor-Crummey, Cynthia A.; And Others
Children's Coping in Social Situations.
PUB DATE- Apr 89
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Coping; *Elementary School Students; Factor Structure; Grade 4; Grade 5; Grade 6; Intermediate Grades; Peer Relationship; Preadolescents; *Social Behavior; Stress Variables; *Test Construction; Test Validity
IDENTIFIERS- *Denial (Psychology); *Projection (Psychology); Theoretical Analysis

A theoretical framework for conceptualization and assessment of preadolescent children's coping in social situations is presented. The framework classifies responses to stressful social situations according to four categories, consisting of anxiety amplification, in which children focus on negative emotions concerning an event without attempting to alter the situation, and three coping strategies: positive coping, denial, and projection. A self-report instrument that assessed preadolescent children's social coping along these dimensions was developed. Internal and construct validity of the instrument was evaluated in a sample of 125 fourth- through sixth-grade, white, middle-class subjects. Factor analyses indicated a four-factor structure consistent with the four theoretically-derived dimensions. Each dimension demonstrated moderate internal consistency. Theoretical expectations regarding intercorrelations among the social coping dimensions were confirmed. The new measure also showed convergent and discriminant validity when correlations with perceived control, anxiety, and general self-esteem were examined. Children's popularity as rated by their peers was found to be significantly related to the children's endorsement of certain social coping strategies. Children tended to choose social partners with social coping styles similar to their own. (Author/RH)

ED 307 084 RC 017 068

Peevely, Gary L.; Ray, John R.
Tennessee School Finance Equity as Determined by Locally Funded Teaching Positions.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Mar 89
NOTE- 39p.; Paper prepared for the Annual Meeting of the American Education Finance Association (San Antonio, TX, March 9-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Equalization Aid; Expenditure per Student; *Foundation Programs; Program Evaluation; Property Taxes; School Taxes; Statistical Analysis
IDENTIFIERS- Funding Formulas; *Tennessee

The Tennessee School Finance Equity Study was begun in 1978 to review the equity and adequacy of Tennessee's Public School Finance Program. Changes in the structure of the Tennessee Foundation Program (TFP) did achieve greater equity in the amount of funds local districts obtained from the foundation program even though the residence of the students was still a determining factor in the amount of revenue going into their schools. Instructional expenditures exhibited a decrease in equity for both the areas of property wealth and sales tax revenue. A study conducted in 1988 to assess the equity of school finance in Tennessee pointed out that local option sales tax revenue accounted for the greatest variability of local teacher positions beyond the foundation formula. The property assessment, personal income, or net indebtedness of the district did not have the impact on the variability of locally funded teachers. Variation in local option sales tax revenue rendered its use in the financing of public education inequitable across the school districts of Tennessee. The availability of locally funded teaching positions varied according to the magnitude of the individual districts' financial ability. Information tables show the Pearson Product Moment Correlation coefficients for local teaching positions, local sales tax, and personal income. Regression and GINI coefficients are also illustrated in tabular form. (ALL)

ED 306 787 HE 022 448

MacVicar, Robert
Community College-University Articulation in Arizona.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 14p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 449-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Community Colleges; Competition; Educational Planning; Educational Quality; Efficiency; Excellence in Education; Higher Education; *Intercollegiate Cooperation; State Universities; *Transfer Policy

IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report by the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness, this study emphasizes Arizona's community college-university articulation. Arizona has one of the largest systems of community colleges among the western states. Enrollment patterns are discussed, and it is noted that community colleges provide a significant pathway of entrance into Arizona's universities. Cooperative community college-university programs are explained. Issues in articulation include course equivalency, course content, degree requirements (for each of Arizona's three public universities), and general education requirements. Differing standards of expectation and achievement are discussed. Arizona college students in increasing numbers are using the facilities of community colleges and the three public universities. Much has been done to create a situation in which transfer from one segment of the public postsecondary educational system to another is enhanced. However, significant problems remain. Recommendations are to have: (1) the Joint Conference Committee continue encouraging the respective boards to make the necessary investment of faculty and administrator time to continue exploring ways of achieving more coordination at the level of the disciplines, and (2) of achieving the ABOR recognize the Associate in Arts and Science degree as evidence of equivalency in meeting the lower division general education requirements of the Arizona universities. Six tables are included. (SM)

ED 306 871 HE 022 595

Cooper, Mary Gendernalik; Morey, Ann I.

Developing Thoughtful Practitioners through School/University Collaboration.

American Association of State Colleges and Universities, Washington, D.C.; San Diego State Univ., Calif.
SPONS. AGENCY- California State Dept. of Education, Los Angeles.; California State Univ. and Colleges, Los Angeles. Office of the Chancellor.
PUB DATE- Jan 89
NOTE- 26p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College School Cooperation; Employment Patterns; Higher Education; Labor Turnover; Models; *Professional Development; Program Descriptions; Public Schools; State Universities; Teacher Administrator Relationship; Teacher Behavior; *Teacher Persistence; *Teaching (Occupation)
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; New Teacher Retention Project; New Teachers; *San Diego State University CA

This paper discusses the New Teacher Retention Project, a collaborative partnership between San Diego State University and the San Diego Unified School District, California. The purposes of this project are to develop a practical model of support and assistance to new teachers, particularly those working with students from culturally diverse backgrounds, and to promote the retention of these teachers in such settings. It involves university faculty from the arts and sciences along with staff development personnel, resource teachers, mentors, and administrators from the school district. The three major assistance components of the project are professional development, psychological and collegial support, and scholarships and materials stipends. Some of the actions and conditions that have contributed significantly to this project's survival and success are as follows: sufficient resources; minimal creation of separate policy and project review structures; a realization of the importance of open honest communication among partners; self-regulated restraint on the part of all involved parties; and clerical support. Conclusions include the following: new teachers quickly realize that teaching is psychologically, intellectually, and physically arduous; many new teachers show a preoccupation with the immediate and practical; and assistance must be multifaceted, with personal support and encouragement for self and peer reliance. (SM)

ED 306 884 HE 022 608

Talent Search Program.
American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Los Angeles.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 18p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Map may not reproduce well due to fine print and colored areas.
GRANT- P044AB0062
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Career Awareness; *College Admission; College Applicants; *College School Cooperation; *Counseling Services; Equal Education; Higher Education; Information Services; *Low Income Groups; Minority Groups; Models; Program Descriptions; State Universities; Student Financial Aid
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project;

*California State University Los Angeles; Talent Search Program

The mission of the Talent Search Program at California State University, Los Angeles, described in this report, is to provide admission, financial aid and career awareness information and services to low-income disadvantaged youth to facilitate their access to postsecondary education. The youth served are those between 14 and 27 in the area of Pasadena and the San Gabriel Valley. Five school districts, with 10 high schools, are in the target area. Program activities include: collecting and disseminating information on postsecondary educational opportunities; providing counseling and guidance to participants; providing assistance with college applications; assessing participants' interests, career goals, and academic potential; and working with service agencies and educational institutions to obtain services for participants and aid them in applications for college admission and financial aid. Data on the target area and project statistics and accomplishments are included. (KM)

ED 306 908   HE 022 633

Bilingual Education. English as a Second Language Programs.
American Association of State Colleges and Universities, Washington, D.C.; Houston Univ., Tex. Clear Lake City Branch.
PUB DATE- Jan 88
NOTE- 16p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingualism; *English (Second Language); Higher Education; *Inservice Teacher Education; Intercultural Programs; *Minority Groups; Models; *Preservice Teacher Education; Program Descriptions; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *University of Texas Houston

This report discusses the bilingual education/English as a Second Language (ESL) program at the Univesity of Houston-Clear Lake. These programs have attracted qualified preservice and inservice teachers and support personnel who serve or will serve the 20 local school districts. The student population in the programs has grown 900% since 1979 and the programs are now supported by two full-time and two adjunct faculty. Innovative features of the training program include: the use of technology in the dual language classroom; the integration of parent education in the curriculum; and the incorporation of field observations and research. The programs emphasize such things as: addressing levels of achievement; identifying and addressing individual differences and learning styles; learning to organize the classroom to stimulate learning; and learning how social, cultural, and environmental factors impact learning. Long range goals include: sensitizing the preservice and inservice trainees to the needs of the minority student population; increasing the enrollment and retention of minority faculty and students; and infusing instructional technology into the curriculum. These programs have made a substantial contribution to teacher education in the areas of instruction, research, and service. Supporting materials in an attached booklet include a table on meeting long range goals, a bilingual education/ESL organizational chart, a detailed budget, and a journal article discussing the project. (SM)

ED 306 946 IR 013 798

Cline, Hugh F.
What Happens When a School Starts Using a Microcomputer Laboratory? The Impact of a Science and Social Science Microcomputer Program on the Structure and Functioning of a High School. Technical Report 89-4.
Educational Technology Center, Cambridge, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 28p.
CONTRACT- 400-83-0041
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; Critical Thinking; High Schools; Instructional Innovation; Learning Laboratories; *Microcomputers; Models; *Organizational Change; Problem Solving; *School Organization; Science Instruction; *Social Studies; *Systems Approach; *Teaching Methods
IDENTIFIERS- Apple Macintosh; *Systems Thinking and Curriculum

Innovation Proj

The first report of an ongoing case study examining the impact of using a laboratory of microcomputers as a tool for teaching science and social science courses in a high school, this paper reports on a sociological investigation of the organizational change in the structure and functioning of the school brought about by the introduction of the microcomputer laboratory. Introductory materials include a brief introduction to the systems thinking approach which underlies the STACI (Systems Thinking and Curriculum Innovation) project and a brief review of the sociological research literature on the impact of technology on formal organization with particular reference to schools. The participating high school where the study was conducted--the Brattleboro Union High School in Vermont--and the methods employed are then described. The report concludes with discussions of the organizational changes resulting from the introduction of systems thinking as detected to date, and policy implications of these findings that are appropriate for promoting effective use of computer based technologies in schools. (21 references) (EW)

ED 306 960 IR 052 745

Ormondroyd, Joan

Course Integrated Library Instruction. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-88-8
PUB DATE- Dec 88
NOTE- 3p.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Assignments; *College Curriculum; College Faculty; *College Libraries; *College Students; *Course Integrated Library Instruction; Higher Education; *Library Skills
IDENTIFIERS- ERIC Digests; *Librarian Teacher Cooperation

More librarians are finding ways to integrate library instruction into existing courses in a manner that makes library resources and the methodology for finding them an essential and basic component of the courses. Course-integrated instruction requires close cooperation between the librarian and the instructor and subject expertise on the part of the librarian. Such cooperation normally grows out of course-related instruction. Whatever the assignment given, its goal should be to introduce students to a wide span of library resources and to make them comfortable in using these sources. Course-integrated instruction permits library research at a deeper level which allows for a more cognitive approach to research methodology. However, this type of library instruction is also time consuming for the librarian involved in the instruction, who may have to meet with the instructor several times and grade the library assignment. Nevertheless, as libraries continue to grow and become more complex, the demands for such instruction will increase, and academic librarians must be prepared to meet them. (9 references) (EW)

ED 306 986   JC 890 232

Comments on the Community Colleges' Study of Students with Learning Disabilities: A Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act. Commission Report 89-5.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jan 89
NOTE- 52p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Diagnosis; Eligibility; *Learning Disabilities; State Surveys; Statewide Planning; Student Characteristics; Student Evaluation; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

Prepared in response to a report by the Office of the Chancellor of the California Community Colleges on learning disabled students, this report describes students with learning disabilities, explains the operation of the community colleges' learning disability eligibility model, summarizes the main findings of the Office of the Chancellor's study, and discusses issues to be addressed in future studies. An explanation is provided of the seven-part assessment process developed by the community colleges to standardize procedures systemwide. The process involves: (1) intake screening; (2) identification of students' strengths and inconsistencies in achievement; (3) determination of students' level of personal independence and social and vocational responsibility; (4) measurement of ability level; (5) verification of deficits in information processing abilities; (6) assessment of the discrepancy between aptitude and achievement; and (7) the final eligibility recommendation. A final section questions the underrepresentation of older students and the overrepresentation of men among the learning disabled and differences in the representation of ethnic groups. Appended to the commentary is the Chancellor's Office report, "Demographic Characteristics Learning Disabilities Eligibility Model, 1987-1988." This report evaluates the impact of the eligibility model on the number, age, gender, and race of individuals identified as learning disabled who have received special services. (AYC)

ED 307 124 SE 050 577

Yuster, Leigh C., Ed.; And Others
Energy Information Abstracts Annual 1988. Volume 13.
REPORT NO.- ISBN-0-8352-2642-5
PUB DATE- Apr 89
NOTE- 869p.
AVAILABLE FROM- R. R. Bowker, 245 West 17th Street, New York, NY 10011 ($495.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Alternative Energy Sources; Conservation (Environment); *Energy Conservation; *Energy Education; Energy Management; *Environmental Education; Environmental Research; Fuel Consumption; Fuels; Hazardous Materials; Literature Reviews; *Natural Resources; *Science and Society; Science Education

This publication is a compilation of information and resource material concerning energy for the year 1988. The first section details the coverage and usage of this volume. Section 2 contains a review of events in 1988, a compilation of statistical information, an article concerning coal flyash utilization, and a listing of conferences and events in 1988. Section 3 contains bibliographic citations and abstracts. These are indexed, cross referenced, and categorized by topic. Topics include: U.S. economics; policy and planning; international; research and development; general; resources and reserves; petroleum and natural gas resources; coal resources; unconventional resources; solar energy; fuel processing; fuel transport and storage; electric power generation; electric power storage and transmission; nuclear resources and power; thermonuclear power; consumption and conservation; industrial consumption; transportation consumption; residential consumption; and environmental impact. Indexes provide access to keyterm, subject, geographic location, industry, author, and source. (CW)

ED 306 811 HE 022 472

Church, Kathleen
A Survey of Undergraduate Student Opinions.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88

NOTE- 31p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Competition; *Educational Quality; Efficiency; Excellence in Education; Higher Education; *Participant Satisfaction; Public Colleges; State Surveys; *State Universities; *Student Attitudes; Student Characteristics; *Undergraduate Students
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

The results of the Student Reaction to College survey, given to students at Arizona's three public universities, are presented as one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Results indicate the following: students from all three universities are very similar in their responses to most survey items, although Northern Arizona University students responded more positively to more items; students from all three universities responded less favorably to specific survey items related to administrative procedures, campus safety, scheduling problems, and fear of loss of personal items by thievery than did the national comparative student group; and undergraduate students at the three universities perceive that the quality of instruction is no better or worse than did a comparative national group. The most robust conclusion is that there are no obvious major problems with the perceptions that undergraduate students have about Arizona's universities when compared to a large group of students from other colleges. Appended are a copy of the survey form, student reactions to college comparative data for four-year college edition, a copy of the letter asking students to participate in the survey, and descriptions of the 18 areas in student reactions to college (e.g., quality and form of instruction, academic performance, grading, studying, planning, and campus climate). (SM)

ED 306 835 HE 022 497

MacVicar, Robert

Advanced Placement: Increasing Efficiency in High School--University Articulation.

Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88

NOTE- 6p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; *Articulation (Education); *College Bound Students; Competency Based Education; Competition; Educational Quality; Efficiency; Excellence in Education; Higher Education; *High School Graduates; Prior Learning; Public Colleges; State Universities; *Student Placement
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness, this document discusses how to increase efficiency for advanced placement high school to university articulation. The more able, dedicated component of the high school class will have finished part of the studies normally found at the collegiate level at graduation from high school. It is more efficient if the accepting university recognizes their attainment by not requiring them to repeat a subject already mastered but grants credit toward the requirement for the bachelor's degree. Arizona's universities recognize previously attained academic achievement in four ways, through: the Advanced Placement Program of the College Board, the College Level Examination Program (CLEP); proficiency examinations; and department examination for credit and/or grade. Arizona has participated in the advanced placement program of the College Board for many hears. To achieve the full potential of the program, efforts are needed to: expand the number of schools participating in the program; encourage students to take advantage of credit earned or proficiency demonstrated on entering their collegiate programs, by moving to higher level courses; and encourage the universities to make students more aware of CLEP. ABOR should include references to achieving college credit and/or recognition of proficiency in materials for high school students considering attending one of the universities. The universities should seek to expand the use of the opportunities offered by advanced standing classes in secondary schools and examinations offered by the universities to establish course credit or proficiency. (SM)

ED 306 847   HE 022 571

Gallaudet Summer Institute in Mathematics and Computer Science for Pre-College Teachers of Hearing Impaired Students.

American Association of State Colleges and Universities, Washington, D.C.; Gallaudet Univ., Washington, DC.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 22 Dec 87
NOTE- 15p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Science; Deafness; Elementary Secondary Education; *Faculty Development; *Hearing Impairments; Higher Education; High Schools; *Mathematics; Models; Professional Training; Program Descriptions; Special Education; State Colleges; *Summer Programs
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Gallaudet University DC; National Science Foundation

The National Science Foundation Summer Institute in Mathematics and Computer Science for Pre-College Teachers of Hearing Impaired Students at Gallaudet College is described in this report. The institute was designed to provide math and computer literacy instruction to such teachers in a 6-week summer program recruiting participants from around the United States. A key component to the institute is the follow-up visit which involves Institute faculty making site visits to participants during the school year to provide support and foster ongoing communication between the school and programs and Gallaudet College. The program was planned on the assumption that although teachers of hearing impaired students have adequate training in deaf education, they have insufficient background in mathematics, have not kept up with the latest developments in mathematics education, and are not sufficiently computer literate. Participants had to take courses in math and computer literacy as well as a course in cognition and problem solving. Various guest presentations and seminars were also required. Evaluation forms filled out by the participants at the end of the summer rated the program very highly overall. Followup visits proved to be an integral and fruitful part of the program. (SM)

ED 306 897 HE 022 622

Walsh, Richard

Student Academic Services: Academic Affairs and Student Affairs Working Together for Student Development at Eastern New Mexico University.

American Association of State Colleges and Universities, Washington, D.C.; Eastern New Mexico Univ., Portales.

PUB DATE- 14 Mar 89
NOTE- 25p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Career Planning; College Students; *Counseling Services; Higher Education; Humanistic Education; Models; Program Descriptions; State Universities; *Student Development; Student Improvement; *Student Personnel Services; Tutoring
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Academic Services; Eastern New Mexico University

This report discusses the Student Academic Services (SAS) project at Eastern New Mexico University. It looks at how student development efforts have been augmented at the university. SAS is based on student development philosophy, fundamental to which is an understanding that the human individual functions as a unit, and his/her diverse features develop in interaction with one another. Therefore the enhancement of both cognitive and affective development should be considered essential to the missions of postsecondary institutions so that self-determination and self-direction can best result. The needs existing on Eastern's campus underlying the establishment of an inter-divisional student development structure were: to improve the academic skills of students; to bring academic units and student services departments closer together; to improve academic advising; to provide assistance to specific groups of students; and to deal with budget reductions. The purposes and goals of SAS are: to provide personal planning and self-development services to students; to integrate advising, counseling, and academic support services; to provide academic advising to undeclared students; to provide career planning materials; and to provide learning aids, tutoring, and consultation. The SAS Center offers a blend of classrooms, tutoring, practical skills laboratories, computers, people, programs, and services. Contains 6 references. (SM)

M.B.A. by Television.

American Association of State Colleges and Universities, Washington, D.C.; Ball State Univ., Muncie, Ind.

PUB DATE- 88
NOTE- 12p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Business Administration Education; Continuing Education; *Distance Education; Graduate Study; Higher Education; *Masters Programs; Models; Nontraditional Education; Part Time Students; Professional Training; Program Descriptions; State Universities; Telecommunications; *Telecourses
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Ball State University IN; Indiana Higher Education Telecommunication System

This report describes Ball State University's MBA/TV program in which the College of Business offers a structured series of telecourses making it easy for students to acquire a graduate business education (MBA) where they live and work. It utilizes a statewide educational communications system called the Indiana Higher Education Telecommunication System which has proved to be an ideal medium for the College of Business to tap new markets via the MBA/TV program. The program is designed to meet the needs of currently employed professionals who wish to obtain graduate education in business on a part-time basis. It permits students who do not have access to an accredited MBA program to undertake such work. MBA/TV is broadcast via television with telephone interactive capability. The courses are available at 51 companies and educational institutions in the state, and 47 students have graduated from this program so far. College of Business professors are required to attend a 2-week workshop to get them adjusted to teaching in front of a camera, create visual material that can be transformed for computer transmission, and use the overhead camera method rather than the traditional blackboard method where the professor blocks the information from the camera's eye. Student evaluations of the program are consistently favorable. (SM)

ED 306 974 JC 890 213

Earwaker, John
Improving Student Support Systems through Staff Development in an English Polytechnic.

PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Midwest Regional Conference (Oak Brook, IL, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty Advisers; *Faculty Development; Foreign Countries; Inservice Teacher Education; *Teacher Role; *Tutorial Programs; Two Year Colleges
IDENTIFIERS- *England; *Tutorial System (United Kingdom)

Until recently, the model of student support operating at Sheffield City Polytechnic (SCP) in England involved pairing each student with a tutor, defining an entitlement of time for the student, specifying a minimum time commitment for which the tutor is required to be available, and leaving it up to the tutor and student to get together as best they can. A number of factors have put this personal tutorial system under great strain, including the tutors' other responsibilities for research and course development, the premium placed upon career advice, financial constraints, the development of unit-based course structures, and the invalidation of unspoken assumptions about the characteristics of polytechnic students and their needs for support. In many departments, the lecturer with overall responsibility for the first year of a particular course was becoming a key figure in student support. Yet in most cases, the first-year tutors, if not actually ill-equipped, felt ill-prepared for such a role. In view of all of these difficulties, it was proposed that a unit for tutorial development be created to: (1) insure that tutors have adequate information about SCP; (2) assist teaching staff in their role as tutors to individual students; (3) offer professional support to tutors and establish links with external agencies which offer advice to students; (4) provide training opportunities for staff to update their knowledge and skills and enhance their understanding of student problems; and (5) advise course leaders and course planning committees. There can be no possibility of implementing such a far-reaching scheme until the school's current funding upheavals have subsided. In the immediate future, efforts shall focus on investigating tutors' problems and practices, preparing training materials, learning how students help each other, and examining course induction procedures. In addition, staff members with an interest in student support will be eligible for enrollment in a newly created course in "Study Support and Tutoring." (ALB)

ED 307 041 PS 017 984

Rabinowitz, Linda Gross

School Entry Age: The Effects on School Achievement and Adjustment. An Education Field Problem Research Project Report.

PUB DATE- 89
NOTE- 107p.; Requirements for Education Specialist Degree, Mercer University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Educational Practices; Elementary Education; Elementary School Students; *Incidence; *Referral; *School Entrance Age; *Special Education; *Student Adjustment

Compared were the academic achievement, personal and social adjustment, and special education referral rates of early, middle, and late school entrants. It was hypothesized that: (1) there is a significant relationship between entry age and achievement and adjustment variables; (2) achievement and adjustment are significantly different among early, middle, and late school entrants; and (3) early, middle, and late entrants differ significantly in special education referral rates. A total of 83 students of 5-12 years of age who attended grades 1-6 of a small, private, parochial school participated. Data on subjects' academic achievement, and personal and social adjustment, were obtained. Significant differences were found among the groups on: (1) Iowa Mathematics Achievement scores; (2) scores on the Brigance K-1 Screening Test; and (3) personal and social adjustment ratings from student report cards. In addition, a significant relationship was found between rate of referral for special education service and entry age status. It is concluded that findings support the establishment of a September 1st cutoff date for entry to first grade. About 100 references are cited. Related materials, including examples of report cards, a school adjustment checklist, and a survey of teachers' beliefs and classroom practices, are appended. (RH)

ED 307 097 RC 017 110

Stephens, E. Robert
The Changing Context of Education in a Rural Setting. Occasional Paper 26.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 103p.; Statistical outline maps may not reproduce well.
CONTRACT- 400-86-0001
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Demography; Economic Factors; Educational Change; Educational Development; Educational Improvement; *Educational Trends; Elementary Secondary Education; *Population Trends; *Public Policy; *Rural Education; Rural Environment; Rural Schools; Rural Urban Differences; School Districts; *Socioeconomic Influences
IDENTIFIERS- Counties; *Nonmetropolitan Areas

This paper examines trends that are currently reshaping rural America and rural education. It reviews the debate about how best to improve rural school districts, suggesting that what is needed is a better understanding of the changing context in which this country's public school enterprise is taking place. The paper begins by reviewing the work on several recent typologies of nonmetropolitan America which establish the nature of diversity there. This is followed by consideration of the equally important concept that rural schools differ among themselves, as indicated by early results of promising research. In the third section, a synthesis is provided of the major economic, social and political developments impacting rural America that appear to have the most significance for school improvement programs. Next, the paper provides a synthesis of the "first round" of education reform and a review of what is being suggested as the most meaningful direction for the next generation of reform. The emphasis in both instances, however, is on the seldom considered consequences of reform on small, rural school districts; these educational developments represent potentially significant changes in the environment in which rural systems function. The paper concludes with a discussion of potential policy implications of the economic, social, political, and educational trends for rural school improvement efforts. The focus here is on displaying the major dimensions of the changing context in which rural school improvement must take place. It is suggested that long-term rural school improvement should be specific to each state in recognition of the existing policies, traditions, and diversity of state systems. This document contains 123 references, 23 demographic tables, and 6 figures. An appendix contains an additional 8 maps. (TES)

ED 306 774 FL 017 973

Kester, Donald L.
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition. (A Japanese and Korean Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act). Fourth and Final Evaluation Report (1987-1988) in Torrance Unified School District, Torrance, California.
Los Angeles County Office of Education, Downey, CA.
PUB DATE- Nov 88
NOTE- 85p.; For the third report, see ED 294 430.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Communicative Competence (Languages); Elementary Education; Federal Programs; *Japanese; *Korean; *Program Effectiveness; *Program Evaluation; Second Language Instruction

In this evaluation of the fourth and final year of a Japanese and Korean bilingual education program, the program's seven major goals and sub-objectives are reviewed, and the program's success in attaining these goals is discussed. Data was obtained from visits to participating schools. It is concluded that the program met 15 of its 16 stated objectives, and came within one percentage point of attaining the sixteenth. Appended materials comprising about half the document include: photographs of project staff at each of four sites and the project director; the flowchart and English reading test used in the student identification process; examples of materials related to student monitoring, classroom instruction, and student work; the principal's observation form and photographs of aides at work with program participants; a chart of student data covering the entire project; the project director's tabulation of parent awareness of school activities for each site; and the teacher questionnaire and responses concerning students, teacher, and administrator knowledge of Japanese and Korean students' cultures and language needs as a result of the program. (MSE)

ED 306 799 HE 022 460

Talbott, Mary J.; Church, Kathleen
Assessment and Outcomes Measurement: Statewide and Systemwide Initiatives.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 22p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Educational Assessment; *Educational Quality; Efficiency; Elementary Secondary Education; Excellence in Education; Higher Education; National Surveys; *Outcomes of Education; Public Colleges; State Colleges; *State Programs; Statewide Planning
IDENTIFIERS- *Arizona; Arizona Task Force On Excellence Efficiency Compet

As part of the final report by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, information on statewide activities on assessment and outcomes measurement is presented. The information comes from a 1986 survey by the Educational Commission of the States, American Association for Higher Education, and State Higher Education Executive Officers. Activities are discussed alphabetically by state and are grouped into the following six categories: (1) kindergarten through 12th grade initiatives; (2) entering student initiatives; (3) performance standard initiatives; (4) initiatives focusing on graduates/drop-outs; (5) initiatives focusing on the assessment of the quality of undergraduate education; and (6) informational initiatives. Special notes indicate whether a program or effort currently exists and whether a program or effort is under consideration or will be implemented at a future date. (SM)

ED 306 859 HE 022 583

Anderson, Betty Marie; And Others

Academic Skills Center Program: Peer Tutoring, Study Skills Classes, Academic Assistance.

American Association of State Colleges and Universities, Washington, D.C.; Black Hills State Coll., Spearfish, S. Dak.

PUB DATE- 1 Mar 89
NOTE- 33p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Basic Skills; College Students; Cooperative Learning; *Developmental Studies Programs; Higher Education; Learning Strategies, Models; Peer Influence; *Peer Teaching; Program Descriptions; State Colleges; Student Needs; *Study Skills; Teaching Methods; *Tutorial Programs; Tutoring
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Black Hills State College SD

The Academic Skills Center at Black Hills State University provides a peer assistance program comprising both individual tutoring in classes offered in each academic division and credit classes in study skills. The goal of the Center is to respond effectively and quickly to individual educational needs of students and faculty through a cost-effective, flexible, open-door program. Some of its 10 goals are to: work directly with instructors and students to conquer test anxiety; provide computer assisted study skill instruction for students; and provide an atmosphere of learning and self-improvement for tutors. Peer tutors are upper division students who have earned good grades and can implement appropriate interpersonal skills. All tutors submit a report to the division chair of the division for which they tutor. Sample tutor reports are provided. Study skill and development classes are offered for credit at the school. Objectives include: helping students understand the academic, personal, and social adjustments that college requires; motivating them toward developing more efficient study skills and effective academic values; and improving self direction through the development of more meaningful academic behavior and motivation. Each class is instructed by a team of two students. Suggestions for others interested in launching a peer tutoring center include: be willing to try the impossible; seek criticism and new ideas from peers and tutors; and share reports and successes with the administration. (SM)

ED 306 920 HE 022 646

The Pennsylvania Writing Project at West Chester University, West Chester, Pennsylvania. 1980-Present.

American Association of State Colleges and Universities, Washington, D.C.; West Chester Univ., PA.

SPONS. AGENCY- California Univ., Berkeley.; National Endowment for the Arts, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 88

NOTE- 77p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Also supported by the Lukens Foundation, William Penn Foundation and ARCO Foundation.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Faculty Development; Higher Education; Models; Professional Development; Program Descriptions; *Staff Development; State Universities; Student Improvement; *Teacher Improvement; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Skills

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *West Chester University PA

The Pennsylvania Writing Project (PAWP), a regional outreach service of West Chester University, is described in this report. Among its basic assumptions are that: there is a nationwide need to improve the writing skills of school graduates; a pervasive problem is in the teaching of writing; colleges, universities and schools share a common problem that can best be addressed through cooperative efforts; and the best teacher of teachers is another teacher. Project goals affirm that: the writing problem will be solved through university-school programs; student writing will be improved by improving the teaching of writing; and classroom practice and research will inform all writing lessons. Activities include institutes, courses, workshops, and other programs on and off campus for teachers, administrators, students, and other clients. Programs range from 1 to 125 hours of instruction and training, and they may or may not carry graduate or in-service certificate credit. Each program offers methods for teaching and evaluating writing. PAWP has served over 5000 teachers in over 80 school districts in southeastern Pennsylvania. Students of PAWP teachers have improved significantly in writing performance. Field-based research projects have been developed by 73 participants in PAWP courses and institutes. Copies of the Pennsylvania Writing Project newsletter are appended. (SM)

ED 307 000 JC 890 246

Reinertson, Jacquelyn
Community College Reading Students: Data and Demographics.
Charles Stewart Mott Community Coll., Flint, Mich.
PUB DATE- 19 Feb 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Program Effectiveness; Reading Achievement; Reading Comprehension; *Reading Improvement; *Reading Programs; *Reading Skills; *Remedial Reading; Two Year Colleges; Two Year College Students

A study was conducted at Mott Community College to assess the effectiveness of developmental courses in preparing students to meet prerequisite reading skill requirements. Files for all 362 students who took a reading course in fall 1988 provided the data for the study. Study findings included the following: (1) 85% of the students completed the reading course, and 79.53% of the course completers improved their reading achievement test scores by at least two grade levels; (2) the 62 students who tested below the 9th grade level in fall 1988 made an average of a half year's progress in vocabulary development and advanced two grade levels in comprehension, and were generally advised to take another reading course; (3) 51.7% had been influenced to enroll in the reading course by an advisor, and 33.8% took it upon themselves to enroll; (4) 50 of the students intended to enroll in the college's nursing program, 32 in a business program, and 15 in the dental hygiene program; and (5) 174 of the students indicated that their highest priority was to improve their reading comprehension skills. Based on study findings, it was concluded that whether students were prepared to meet the reading requirements of other college courses depended upon their skill levels at entry. (ALB)

ED 307 013 JC 890 265

Roueche, John E.; And Others
Shared Vision: Transformational Leadership in American Community Colleges.
American Association of Community and Junior Colleges, Washington, D.C.

REPORT NO.- ISBN-0-87117-190-2
PUB DATE- Apr 89
NOTE- 337p.
AVAILABLE FROM- American Association for Community and Junior Colleges, One DuPont Circle, NW, Suite 410, Washington, DC 20036 ($28.50; $21.00 for AACJC Members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Agents; *College Administration; *College Presidents; Community Colleges; Leadership; *Leadership Qualities; Motivation Techniques; National Surveys; Organizational Change; Questionnaires; Teacher Administrator Relationship; Two Year Colleges

Based on a study of 256 exemplary community college presidents, this book examines the attributes of outstanding leaders and their ability to orchestrate organizational change. Chapter 1 provides the background for the study, emphasizes the importance of leadership, and identifies attributes common to transformational leaders; that is, leaders who work with their followers so that each raises the other to higher levels of motivation and morality. Chapter 2 summarizes leadership theory and offers a discussion of transformational leadership and its place in a rapidly changing society. After chapter 3 reviews the study methodology, chapters 4 and 5 present findings on the demographic and leadership characteristics of the presidents selected for in-depth study. Chapters 6 through 10 discuss key elements of transformational leadership, including shared vision, teamwork and collaborative decision making, institutional climate and the relationship between the institution and the individuals within it, motivation as a means of achieving followers' acceptance of the shared vision, and personal values, integrity, and commitment to learning. Chapter 11 examines women in community college leadership roles. Finally, chapter 12 presents a summary of the research, a discussion of the problems faced by minority leaders, and a review of study implications. The survey instruments and an 85-item bibliography are appended. (ALB)

ED 307 026 PS 017 933

Bisanz, Jeffrey
Development of Arithmetic Computation and Number Conservation Skills.
SPONS. AGENCY- Natural Sciences and Engineering Research Council, Ottawa (Ontario).
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Age Differences; *Cognitive Development; *Conservation (Concept); Cutting Scores; Elementary School Students; Foreign Countries; Grade 1; Kindergarten Children; *Mathematics Skills; *Outcomes of Education; Primary Education; *School Role; Skill Development
IDENTIFIERS- Canada; Developmental Patterns

The cutoff method was used on longitudinal data in more than one content domain in a study attempting to determine whether the effects of schooling are general or limited. Conservation of number, an informally acquired skill, and mental addition, a formally acquired skill, were evaluated among older kindergarten children, younger 1st-grade children, and older 1st-grade children. Older kindergarten children and younger 1st-grade children were about the same age; younger and older 1st-grade children had the same amount of schooling. The conservation data indicated that improvements in performance were due primarily to age rather than schooling, and improvements in the accuracy of mental addition were due primarily to schooling rather than age. This pattern of results has three implications: (1) young and old children are equally ready to benefit from the kinds of counting and arithmetic operations that are emphasized in school; (2) schooling seems to have relatively specific effects on performance; and (3) the cutoff method can be quite useful for discovering which kinds of skills are acquired as a function of schooling or age, and for addressing questions about children's readiness for acquiring certain kinds of knowledge. It is concluded that as results accumulate, priority should be given to the construction of a coherent picture of the effects of early schooling on cognitive and academic development. (RH)

ED 307 057 PS 018 009

Bell, Patricia Ann
Early Childhood Education: Teacher Behavior from a Cross Cultural Perspective: Further Observations.
PUB DATE- 88
NOTE- 20p.; For the study of which this is a continuation, see ED 245 807.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; Cross Cultural Studies; Early Childhood Education; *Educational Practices; Financial Support; Foreign Countries; *Teacher Behavior; Teacher Education; Teacher Student Ratio; *Teaching Methods; *Verbal Communication
IDENTIFIERS- Australia; Austria; India; Russia; Zimbabwe

Reported are conclusions from the continuation of an investigation into cross-cultural aspects of education of children of 3-8 years of age. Discussion focuses on educational practices in Australia, Austria, India, Russia, and Zimbabwe. Topics include teacher actions and verbalizations, and school organization and administration. Teacher actions are discussed in terms of behavior toward individuals, small groups, large groups or whole classes, and teacher demonstrations of lesson content. The material on teacher verbalization focuses on such behavior as contributing bodily presence, responding to requests of children, elaborating on information already given, asking children to respond, and intervening to help students give the desired response. Concluding discussion includes notes on organization and administration, specifically pupil-teacher ratio, teacher and in-service training, and financial support. (RH)

ED 307 085 RC 017 070

Stephens, E. Robert; And Others
Designing Organizational Effectiveness Studies of Rural and Small School Districts.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Organizational Effectiveness; *Research Design; *Rural Schools; *School Districts; Small Schools
IDENTIFIERS- *Small School Districts

Considerable attention has been given to organizational effectiveness of public sector organizations at all levels: local, state, and federal. Public education has not escaped scrutiny. Current examinations of the effectiveness, efficiency, and quality of education are more intense than that of other public sector organizations. The organizational effectiveness of rural small school districts has been of particular interest. Rural schools have long been regarded as inferior to their counterparts in other settings, and in fact, rural districts have felt the pressures of new, potentially damaging demands on programs and services caused by declining enrollments, state reform initiatives, and depressed economic conditions. Although organizational effectiveness is a popular topic, no meaningful definition of the topic, nor of effectiveness exists. The design of the organizational effectiveness study described in this paper is based on these points: (1) there cannot, at this time, be one universal model of organizational effectiveness because there is not a universal theory of organizations; and (2) it is more worthwhile to develop frameworks for assessing effectiveness than to try to develop theories. This design for assessing the organizational effectiveness of rural, small school districts consists of five major, mostly sequential, steps: (1) considering major policy and technical issues; (2) agreeing on how to think about the organization's various subsystems; (3) agreeing on what constitutes measures of quality; (4) agreeing on the translation of measures of quality into standards; and (5) establishing the presence or absence of a standard. Various steps are illustrated with tables. (ALL)

ED 307 110 SE 050 555

Baroody, Arthur J.
A Guide to Teaching Mathematics in the Primary Grades.
REPORT NO.- ISBN-0-205-11792-9
PUB DATE- 89
NOTE- 425p.; Some figures may not reproduce well.
AVAILABLE FROM- Allyn and Bacon, 160 Gould Street, Needham Heights, MA 02194 ($32.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Elementary School Mathematics; *Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; Mathematics Teachers; Primary Education

This book was written as a tool to help teachers of prekindergarten to grade 3 make use of recent developments in the cognitive psychology of mathematical learning. Chapters included are: (1) "The Nature of Children's Mathematical Thinking"; (2) "Designing Effective Mathematics Instruction"; (3) "Oral Counting"; (4) "Numbering"; (5) "Numerical Relationships"; (6) "Informal Arithmetic"; (7) "Reading and Writing Symbols"; (8) "Concepts and Their Formal Representations"; (9) "Basic Number Combinations"; (10) "Base-Ten Place-Value Skills and Concepts"; (11) "Multidigit Mental Arithmetic"; (12) "Multidigit Written Calculation"; (13) "Geometry and Fractions"; (14) "Epilogue." Chapters 3-6 focus on informal mathematics, while chapters 7-12 focus on formal mathematics. Each chapter describes the learning patterns of the concepts or skills and then presents instructional activities. Suggested developmental sequences of skills and concepts of prekindergarten through grade 3 are appended. An extensive references is listed as well as an index of games and activities and an index of skills and concepts. (YP)

ED 307 125   SE 050 578

Yuster, Leigh C., Ed.; And Others
Environment Abstracts Annual 1988. Volume 18.
REPORT NO.- ISBN-0-8352-2643-3
PUB DATE- Apr 89
NOTE- 1,361p.
AVAILABLE FROM- R. R. Bowker, 245 West 17th Street, New York, NY 10011 ($495.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Conservation (Environment); Energy; Energy Conservation; *Environmental Education; *Environmental Influences; Environmental Research; Hazardous Materials; Literature Reviews; *Natural Resources; Physical Environment; Pollution; Population Education; *Science and Society; Science Education; Solid Wastes; Waste Disposal; Weather; Wildlife

This publication is a compilation of environmental information and resources for the year 1988. The first section details the coverage and use of this volume. Section 2 contains a review of events in 1988; a chronology of events; a status report produced for Congress; three articles on environmental issues including global change, pesticides, and coal flyash; a directory of agencies and organizations; and a list of conferences and events. The third section contains bibliographic citations and abstracts. These are indexed, cross referenced, and categorized by topic. Topics include: air pollution; chemical and biological contamination; energy; environmental education; environmental design and urban ecology; food and drugs; general; international; land use and misuse; noise pollution; nonrenewable resources; oceans and estuaries; population planning and control; radiological contamination; renewable resources-terrestrial; renewable resources-water; solid waste; transportation; water pollution; weather modification and geophysical change; and wildlife. Indexes provide access by keyterm, subject, geographical location, industry, author, and source. (CW)

ED 306 823 HE 022 485

Davis, George H.
Arizona's System of Higher Education in Comparison to Those of Other States.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 18p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Change Strategies; Comparative Analysis; Competition; Degrees (Academic); Educational Change; *Educational Quality; Efficiency; Excellence in Education; *Higher Education; National Surveys; Public Colleges; State Surveys; *State Universities; Two Year Colleges
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

As one of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document makes a comparison between Arizona's system of higher education and those of other states, in order to place Arizona's higher education efforts in perspective. The number of universities and colleges in Arizona and the number of degrees awarded by universities and colleges in Arizona are compared to those in each of the other states. These data are normalized with respect to state tax base and state population. Population and taxes, private schools, two-year public institutions, and four-year and above public institutions are discussed. Arizona has established a disproportionately small number of private colleges and universities. It also has the smallest number of four-year and above public universities. It produces the most baccalaureate, graduate, and professional degrees per university. Recommendations are: to continue to concentrate the available limited resources in the three existing universities, their branch campuses, and educational centers; to be constantly vigilant for ways to eliminate unnecessary duplication of academic programs within the universities; and to insist that universities more effectively concentrate resources in select programs which can rise to prominence in ways consistent with university mission. An appendix provides a key for the graphs included in the report. (SM)

ED 306 885   HE 022 609

Personal Learning Plan.

American Association of State Colleges and Universities, Washington, D.C.; Rhode Island Coll., Providence.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Academic Persistence; *College Freshmen; College Students; Higher Education; Models; Program Descriptions; State Colleges; Student College Relationship; *Student Educational Objectives
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Personal Learning Plan; *Rhode Island College

The Personal Learning Plan project described in this report was developed as a way to supplement the advising system at Rhode Island College by giving students a written document of their academic progress throughout their college careers. The overall purpose is to improve retention by advising students on the best way for them to be successful in college and to achieve their goals for their college career. The Personal Learning Plan is 30 pages in length, with an additional 20 pages of appendices that feature time management charts, college-wide activities, and various college policy statements that are important for students. At the present time, nearly all freshmen receive a plan. The goal is to produce the original plan for all freshmen and then have it updated each year. The program has been modified in response to an external evaluation by assessment experts, and a larger external evaluation is scheduled. (KM)

ED 306 909 HE 022 634

Saturday Afternoon Free. A Respite Care Program for Moderately to Severely Handicapped Children.

American Association of State Colleges and Universities, Washington, D.C.; Idaho State Univ., Pocatello.

PUB DATE- 24 Feb 89
NOTE- 9p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Also sponsored by the Greater Pocatello United Fund Campaign.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Family Caregivers; Family Involvement; Higher Education; *Inservice Teacher Education; Models; *Outreach Programs; Program Descriptions; *Respite Care; *School Community Programs; *Schools of Education; Severe Disabilities; Special Education; State Universities; Teaching Experience
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Idaho State University; Saturday School

Described in this report is the Saturday Afternoon Free respite care program for moderately to severely handicapped children operated under the auspices of the Idaho State University (ISU) College of Education. In service for 4 years, it has been evaluated by parents and student participants as excellent. It was developed in response to the need expressed by local parents of handicapped children for "down time" for their families as well as to the perception that establishment of a Saturday School would benefit the special education teaching program by providing an on-site practicum facility where special education students could have hands-on experience with severely involved children under the supervision of a faculty member. The program serves 15 children each Saturday and includes feeding programs, fine and gross motor activities, language development, and music therapy. It is staffed by one paid employee, volunteers from the ISU Council for Exceptional Children, and students in the Mainstreaming and Multicultural Education class. A special education faculty member volunteers time to supervise the program. The two goals of the program are to provide quality care for the children and to give exposure to a wide variety of teachers-in- training so they will more readily accept a handicapped child into their classrooms in a mainstreamed setting. This program was awarded the Purple Heart Award by the American Association of Colleges of Teacher Education. (SM)

ED 306 947 IR 013 799

Dewalt, Mark W.; Erickson, Laurie
Children and Television.
PUB DATE- 24 Feb 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Commercial Television; Drinking; Elementary Education; *Elementary School Students; *Programing (Broadcast); Smoking; *Television Commercials; Television Research; *Television Viewing; Violence

This study reviews the literature on the effects of television viewing on children, examines the preferences of children for television programs and commercials, and analyzes selected characteristics of these programs. A stratified sample of 1,416 students in grades 1-6 in six eastern states was polled on their viewing preferences in November of 1988. It was found that: (1) students liked prime-time family type situation comedies best; (2) while no specific commercial was picked by more than 3% of the students, commercials for soda and sugared products were selected as the favorite of 17% of the students; and (3) analyses of the children's four favorite programs indicated that smoking, drinking, and violent behavior did not usually occur on these programs. The researchers concluded that parents should limit the television viewing of their children. The text is supplemented by 13 tables, and copies of the survey instruments are provided. (35 references) (Author/EW)

ED 306 961 IR 052 746

The Alabama Long Range Program for Library Development, 1989-1993.
Alabama Public Library Service, Montgomery.
PUB DATE- Sep 88
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Library Networks; *Library Planning; *Library Services; *Long Range Planning; Needs Assessment; Objectives; *Public Libraries; State Libraries; *State Programs; Tables (Data)
IDENTIFIERS- *Alabama; *Library Development

This report on the 1989-93 long range plan for the Alabama Public Library Service (APLS) begins by providing lists of the members of the Alabama Public Library Service Executive Board and Alabama Advisory Council on Public Libraries; a list of APLS management staff; background information on APLS and the purpose of this program; an overview of the demographics of the Alabama library public, including changes in selected population characteristics; and the results of needs assessments of special population groups, i.e., the disadvantaged, the handicapped, the elderly, minorities, the institutionalized, and limited English-speaking persons. The

APLS mission statement, goals, and objectives, are then presented together with tasks that will contribute toward the fulfillment of each objective. Appended materials include maps showing multi-county and single county library systems, counties without countywide library service, and independent libraries. Also appended are one graph, five tables, and eight additional maps depicting the results of statistical analyses of demographic data for the state. (EW)

Galvin, Patrick F.; Bruce, Robert

Technology and Rural Education: The Case of Audio-Graphic Telecommunications.

Cornell Univ., Ithaca, N.Y. Dept. of Education.
SPONS. AGENCY- Delaware-Chenango Board of Cooperative Educational Services, Norwich, NY.
PUB DATE- Jun 87
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Courses; Case Studies; *Cooperative Programs; *Distance Education; High Schools; Institutional Cooperation; Pilot Projects; Program Evaluation; *Rural Education; Rural Schools; *Small Schools; *Telecommunications
IDENTIFIERS- *Audiographics; New York

In 1985-86 several small school districts in rural New York State began cooperating to offer advanced high school courses via audio-graphic telecommunications. Evaluation of the Tele-Learning project's second year used a case study approach to examine four diverse programs: advanced placement English, advanced placement calculus, Spanish III, and the Electronic Field Trip. For each course, a single teacher simultaneously taught students in several schools using telecommunications equipment (telephone, modem, computer, software, and electronic notepad). Electronic Field Trips were telephone conferencing interviews with people of interest to students. The case studies demonstrated that audio-graphic technology could be a successful way of teaching very different subject materials. Most students and teachers agreed that the equipment worked well and was easy to use. The organization of the "classroom" (several remote locations) did not interfere with learning and allowed these somewhat isolated students to become familiar with the differences and similarities of students in other schools. The future of Tele-Learning programs may depend more on administrative issues than on the technical capabilities of audio-graphics. Such administrative issues included teacher resistance due to the loss of the "best" students from regular classes and differences between schools in scheduling, achievement standards, and extent of student preparation for advanced courses. (SV)

ED 306 788 HE 022 449

Cotera, Augustus S.
Student Access to the Arizona University System with Studies of Retention & Persistence: A Research Guide.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 6p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Access to Education; American Indians; Blacks; College Attendance; College Students; Community Influence; Competition; Demography; *Educational Quality; Efficiency; Excellence in Education; Family Influence; Higher Education; Hispanic Americans; Minority Groups; Peer Influence; Public Colleges; *School Holding Power; Social Influences; State Universities
IDENTIFIERS- *Arizona; Arizona Task Force on Excellence Efficiency Compet

A research guide on student access to the Arizona University System, with studies of retention and persistence, is presented as one working paper in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Six topics of discussion, covering areas to be investigated, are as follows: academic preparation (persistence and minority status); familial/peer influence; university community influence; demographic (urban and rural); the future (Hispanic students, Native American students, and Black students); and social factors (economic and cultural). Five methodologies recommended to accomplish these tasks are: (1) selected groups of professional and lay people will meet with Task Force staff members to gather information, comments, and suggestions impinging directly on the areas of concern; (2) literature will be searched to obviate redundancy and unnecessary effort; (3) all data collected will be subjected to statistical analysis; (4) once a body of information is assembled, consultation will be sought with professional personnel, both teaching and staff, as well as nationally known experts in the field; and (5) throughout the above steps, appropriate staff colleagues will be consulted to critically evaluate process, procedures, and results. (SM)

ED 306 872 HE 022 596

Individualized Education at Empire State College.

American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Saratoga Springs. Empire State Coll.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kellogg Foundation, Battle Creek, Mich.; Lilly Endowment, Inc., Indianapolis, Ind.; National Science Foundation, Washington, D.C.
PUB DATE- Mar 89
NOTE- 62p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Instruction; *College Programs; College Role; *Educational Objectives; Higher Education; *Individualized Instruction; Models; *Nontraditional Education; Performance Contracts; Program Descriptions; State Colleges; Teacher Student Relationship
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *State University of New York Empire State Coll

Empire State College's alternative approaches to higher education are described in this report. The college is a nontraditional institution emphasizing the following innovative elements: (1) individualized education, carried out through learning contracts; (2) an open format for easy access, placing minimal constraints on time, place, residence and manner of learning; (3) a degree program developed by students in consultation with faculty; (4) a portfolio assessment process certifying prior college-level learning; (5) a flexible curriculum with a multidisciplinary focus; (6) continuing development of learning resources; and (7) a highly decentralized college organization relying on a unique mentor-student model. More than 180 studies of the college show that it is effective. The college currently has 333 faculty serving 6,400 students at 45 locations. A college brochure and master plan for 1988-1992 are appended. (KM)

ED 306 987 JC 890 233

Minority Enrollment Trends, Catonsville Community College: Fall 84-Fall 88.

Catonsville Community Coll., MD. Office of Institutional Research.

PUB DATE- Apr 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Community Colleges; *Enrollment Trends; Females; Males; *Minority Groups; Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

The enrollment of minority students at Catonsville Community College (CCC) generally followed the same pattern of decline and growth as the student population as a whole between fall 1984 and fall 1989. Minority enrollments increased by 1.5% from fall 1984 to fall 1985, decreased by 12.2% in fall 1986, increased by 5.8% in fall 1987, and increased by 8.7% in fall 1988. Throughout this five-year period, minority students made up between 24% and 26% of the total headcount, with more females than males enrolling each year. In fall 1988, 77% of the 2,481 minority students attending CCC resided in Baltimore City or Baltimore County, and 75% were black. The bulk of the report consists of charts and graphs illustrating enrollment trends. (AYC)

ED 307 042 PS 017 987

Anderson, Karen M.
The Usefulness of Importance Ratings in Predicting the Relationship between Self-Esteem and Self-Concept Scores.
PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Elementary Education; *Elementary School Students; *Predictor Variables; *Self Concept; *Self Esteem; Test Construction; *Weighted Scores
IDENTIFIERS- *Importance Ratings

A study was conducted to examine the usefulness of importance ratings in predicting the relationship between: (1) overall self-esteem and more specific subscale scores of self-esteem; and (2) domain-specific self-esteem scores and domain-specific self-concept scores. Subjects were 70 children attending third, fourth, and fifth grades of a public elementary school in San Jose, California. Self-report measures employed were Marsh's Self-Description Questionnaire and a modified version of Harter's Self-Perception Profile. For each of Harter's original 30 domain-specific items, excluding the global self-worth items, an importance item was also written and included directly after the original item. Findings indicated that use of importance ratings to weight domain-specific self-esteem scores did not result in a stronger relationship to global self-esteem. Third graders seemed to be less stable than fourth and fifth graders in self-perceptions and self-esteem. Fifth graders, in contrast, seemed to have both more accurate self-perceptions and a greater grasp of the importance of scholastic achievement as it relates to overall self-esteem. (RH)

ED 306 775 FL 017 977

Stoynoff, Stephen J.
Successfully Implementing Educational Change and Innovation.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Curriculum Development; Educational Administration; *Educational Change; *Educational Innovation; *English (Second Language); Organizational Theories; *Program Implementation; *Second Language Programs

A review of literature on organizational theory and educational administration focuses on strategies for successful introduction of planned curriculum changes or program improvements in English-as-a-Second-Language programs. Three important considerations in the implementation of change--the nature of educational organizations, the change process, and appropriate change strategies for improving educational programs--are addressed. A list of specific suggestions for those intending to introduce a curriculum change or programming innovation is provided, including: (1) fostering an atmosphere promoting change; (2) building consensus by compromising with and coopting those who resist change and reassuring those who do not; (3) instilling confidence by demonstrating mastery of the details and specifics related to the proposed change; (4) appreciating the importance of timing; (5) adapting prooosed changes or innovations to the specific setting in which they will be implemented; (6) adequately communicating with and disseminating information regarding the change to all affected individuals and units; (7) ensuring that key individuals support the innovation, if possible, before attempting to broaden support; (8) expanding support among like-minded individuals and beginning to build coalitions; (9) building in rewards and incentives to promote cooperation among other units and outside individuals; and (10) preparing for a postadaptation period. (MSE)

ED 306 800 HE 022 461

Sherberg, Esther
Teacher Supply and Demand in the 1990's and Professional Education of Teachers.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 26p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; College Students; Competition; Educational Quality; Efficiency; Elementary Secondary Education; Enrollment Projections; Excellence in Education; Higher Education; Minority Groups; *Professional Education; Public Colleges; Rural Areas; State Programs; State Universities; Statewide Planning; *Teacher Education; *Teacher Supply and Demand
IDENTIFIERS- *Arizona; Arizona Task Force on Excellence Efficiency Compet

As part of the final report by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, a discussion of the numbers available to predict teacher supply and projected student enrollment is presented with an examination of Arizona's professional education programs and how they are meeting the needs. A discussion of teacher supply and demand in the 1990's focuses on: retirement statistics; the projected need for teachers; the need for minority teachers; the effect of the Pre-Professional Skills Test examination; the need for teachers in rural Arizona; the need for teachers in specific disciplines; other routes to certification; post-baccalaureate programs; alternate certification; and data needs. Professional education of teachers in Arizona is presented as: the 5-year education program; pilot programs; additional classroom training; and the need for working partnerships. some of the conclusions are that the composition of the student body will change significantly, Arizona will have a continuing demand for teachers through the 1990's if the current teacher-student ratio is maintained, and experimentation and research on teaching and teacher preparation are needed. Six recommendations include: develop a program to recruit minorities into the teaching profession; develop pilot programs in such areas as beginning teacher induction and delivery of education in remote areas; and develop standards that make the colleges of education accountable for the performances of their graduates. Contains over 100 references. (SM)

Sherberg, Esther; Cetone, Kristin L.
Attraction and Retention of Classified Staff: The Silent Partners.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 7p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Efficiency; *Employer Employee Relationship; Higher Education; *Job Satisfaction; Personnel Management; Public Colleges; Staff Development; *Staff Role; *State Universities; Work Attitudes
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Classified Staff; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness this study presents the results of meetings with representative staff advisory bodies, staff groups, and individuals at Arizona's three public universities to discuss their views of their role within the system. It is noted that the universities rely heavily on the support of classified personnel to help maintain the quality of the institution, but staff members tend to feel that though they should be sharing in both profits and risks, they are only sharing the risks. Staff morale tends to be low at all three schools, though there are positive aspects to employment at the universities (e.g., job security, employee benefits, and interesting environment). However, there is general displeasure with salary levels and annual uncertainty about salary adjustments. Concern about recognition closely follows concern about salary. The difficulties in effecting reclassifications and promotions for themselves and those they supervise are a major source of displeasure. Classified staff feel they are silent partners in the running of the institution. The 14 recommendations include: discourage exploitation of staff; develop networking and communication among staff on all campuses; include staff representation on more university committees; and develop a means through which staff can provide suggestions about the delivery of administrative services. (SM)

ED 306 836 HE 022 498

Academic Degree Program Duplication.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 5p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501. Prepared by the Council of Presidents.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; Competition; Degrees (Academic); Educational Quality; Efficiency; Excellence in Education; Governing Boards; Higher Education; Policy Formation; *Program Development; Program Evaluation; Public Colleges; *State Universities; Statewide Planning
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; *Program Duplication; University of Arizona

As part of the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, the Council of Presidents discusses academic degree program duplication. Current board policies are explained in regard to mission and scope statements (each university shall have a distinctive mission and scope, and no university can expect to offer all programs in all subject areas at all levels). Provisions regarding duplcation are incorporated in a policy manual (for example, funds required for systemwide academic program review will be separately budgeted by the board, data compiled by the universities in an agreed-upon format will be sent to the consultants for review prior to their visit to each campus, and certain duplicated programs may be flagged for systemwide review based upon significant deviation from regional or national norms or other indicators). Substantial justification is required for all requests for authorization to begin planning a new program that duplicates a program offered by another Arizona public university. Other areas discussed are necessary versus unnecessary duplication, quality versus geographical access, economic development, and issues for consideration by the EEC Task Force (e.g., changes needed in current board and/or university policies and procedures related to academic program duplication, and whether or not existing programs should be reviewed for possible unnecessary duplication). (SM)

Hopkins, William M.
College Success: A Transitional Course for Freshmen.
American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Cortland. Coll. at Cortland.
PUB DATE- 88
NOTE- 27p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Basic Skills; *College Freshmen; College Preparation; Decision Making; Higher Education; Learning Strategies; Models; *Orientation; Problem Solving; Program Descriptions; Social Behavior; State Colleges; Student Behavior; Student Development; Study Skills; Test Wiseness; *Transitional Programs; Vocabulary Skills
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *State University of New York Coll at Cortland

A special transitional course (College Success) developed for college freshmen at the State University of New York College at Cortland is described in this report. Designed to meet standard problems of transition from high school to college and deal with detected deficits in learning and studying skills, it offers small group experience on issues related to effective learning, orientation, advisement, and personal development. Typical psychological orientations that college personnel use in understanding student behaviors are discussed. Six psychological orientations applied to first-year students are psychoanalytic, biological, cognitivist, cognitive developmental, humanistic-existentialist, and behaviorist views. The elements of College Success based on learning theory for first-year students are noted (academic skill development, notes, vocabulary, learning and memory, test taking, brainstorming, recordkeeping, problem solving and decision making, academic social behaviors, advisement, orientation, and conduct of the course). The development of College Success with attention to innovation theory is discussed. Results show the course is successful according to grade point average, academic dismissal, and student and instructor feedback. Such freshman seminar courses can change the focus of incoming students by making them better prepared. (SM)

ED 306 898 HE 022 623

Campus-Wide Assessment Week and Annual Development Day at Fitchburg State College.

American Association of State Colleges and Universities, Washington, D.C.; Fitchburg State Coll., Mass.

PUB DATE- 88
NOTE- 17p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; College Role; *Educational Assessment; Evaluation Methods; Higher Education; Institutional Survival; Meetings; Models; Program Descriptions; *School Effectiveness; *Self Evaluation (Groups); State Colleges
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Fitchburg State College MA

Fitchburg State College's Assessment Week and Annual Development Day are described in this report. Developed in 1976 at this Massachusetts liberal arts college, Assessment Week involves a gathering of the community to discuss pressing issues and future directions. It occurs every 10 years and consists of a 4-day, in-house conference having scheduled sessions, moderators, recorders, hosted receptions, and meals. Classes are cancelled as faculty, administrators, and selected students and non-academic personnel assess the state of the college and plan for its future. From the second Assessment Week in 1986 came an annual Development Day to review, evaluate, and revise the outcomes of 1986 Assessment Week suggestions, recommendations, goals, and programs. Topics of discussion at the 1986 Assessment Week included: relative quality of programs; liberal arts versus career education; quality of life on campus; interdisciplinary courses; faculty esprit; and handicapped students. Development Day is based on Assessment Week with the scope defined by the 1-day duration. In 1987 and 1988, themes were chosen by task forces and included critical thinking, non-profit ventures, and recruiting, and the college community met to determine the college's weaknesses and strengths and decide on the needs and concerns of the coming year. Assessment Week 1986 made 88 suggestions and recommendations, of which 65 were in place 10 years later. Development Day 1988 created nine reports, all of which are being examined by the community and acted upon by faculty and staff. An appendix provides the agenda for Assessment Week 1986. (Author/SM)

ED 306 933 HE 022 659

Weiss, Robert H.

The Cross-Disciplinary Writing Program: Faculty Development and Curriculum Change at West Chester University, West Chester, Pennsylvania. 1977-Present.

American Association of State Colleges and Universities, Washington, D.C.; West Chester Univ., PA.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 88
NOTE- 82p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-658. Also supported by the Pennsylvania State College Educational Trust Fund.
GRANT- EP-31168-78-403
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Skills; College Students; *Faculty Development; *Higher Education; Models; Program Descriptions; State Universities; Student Development; Teacher Improvement; Writing Across the Curriculum; *Writing Improvement; Writing Skills
IDENTIFIERS- AASCU ERIC Model Programs Inventory Project; *West Chester University PA

The cross-disciplinary writing program at West Chester University (WCU), Pennsylvania is a long-range, three-part program designed to increase the amount, variety, and quality of writing done by undergraduates at WCU. It focuses on enhancement rather than remediation and provides for: writing emphasis courses each semester in traditional liberal studies and in professional studies; a general requirement that all students take three of these writing emphasis courses; and in-house lectures, seminars, and workshops on writing for faculty members in all disciplines. A supporting service called "The Writing Consultancy" was developed for students. Faculty in all departments regularly assign writing tasks of various kinds to attain course objectives. Program outcome measures indicate: WCU students write often and in more various modes; WCU faculty regularly include writing instruction in their courses; and many faculty implement teaching practices in which writing is used as a means of learning the academic discipline.

Among specific recommendations for implementing such a program are that: it be designed to include components of faculty development, curriculum development, student services, and effective administration; it publish newsletters, handbooks, and aids for students and faculty; and on-going assessment be conducted for quality control. The faculty handbook for the writing program, comprising over two-thirds of the document, is appended. (SM)

ED 306 975 JC 890 219

Toward the 21st Century: A Vision for College of DuPage. Summary Report.

College of DuPage, Glen Ellyn, Ill.

PUB DATE- Apr 89

NOTE- 40p.; Prepared by the Futures Committee of College of DuPage.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Planning; Community Colleges; Educational Strategies; *Futures (of Society); *Long Range Planning; *Organizational Objectives; Two Year Colleges

In 1988, College of DuPage initiated a project to give direction to the college. A Futures Committee was formed and charged to identify the college's strengths and emerging opportunities, develop a vision statement on what the college should become by the turn of the century, determine whether the American Association of Community and Junior Colleges' recommendations were appropriate for College of DuPage, examine the college mission and purpose, and make recommendations for implementing the vision statement. The vision statement foresees "a future in which the quality of life is rich, and the sense of community is strong." It expresses the college's commitment to offer educational opportunities for the underprepared and disadvantaged as well as the academically gifted; maintain a strong faculty development program; seek partnerships with the business, scientific, political, and educational communities; and initiate a leadership development program for community groups and agencies. Additional goals set forth in the vision statement include: provide a program of fine and performing arts; increase awareness of district, state, national and international issues; serve as a catalyst to address community issues; provide leadership to protect the environment; and continually examine programs and services to maintain a commitment to excellence. This document sets the stage for a variety of activities that will move College of DuPage toward its vision of the future. Appendixes provide additional detail about the Futures Committee and its activities. (ALB)

ED 307 001 JC 890 247

Cohen, Marlene C.; Engleberg, Isa N.
Focus Group Research: Procedures and Pitfalls.
PUB DATE- 7 May 89
NOTE- 14p.; Paper presented at the Convention of the Eastern Communication Association (Ocean City, MD, May 7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; College Planning; Community Colleges; Guidelines; *Institutional Research; *Research Methodology; *Self Evaluation (Groups); Teacher Participation; Two Year Colleges
IDENTIFIERS- *Focus Groups Approach
Focus group research, which involves the exploration of a carefully selected research question by a group of homogeneous subjects, is a qualitative research tool which seems to be a quick and easy means of staying abreast of the educational needs and expectations of community colleges. However, it is difficult to moderate focus groups and interpret their results, and, therefore, focus group research is often misused. To be successful and avoid inherent pitfalls, focus group research should follow three guidelines: (1) collegewide administrative procedures should be established for all focus group research, including provisions for the authorization of focus group research, the selection and training of focus group moderators, the recruitment of focus group subjects, and the appropriate interpretation of focus group results; (2) the focus group moderator should be a professionally trained member of the community college faculty and staff, rather than a marketing consultant from an outside agency who generally lacks understanding of the nature or scope of a community college and, as a result, often misinterprets the group members' answers; and (3) the process of interpreting focus group results must be carefully monitored and regulated, with particular caution taken in drawing conclusions from focus group responses. Maintaining a consistent methodology and deriving results from multiple focus groups of the same population will make focus group research a more valuable and worthwhile endeavor. (ALB)

ED 307 058 PS 018 010

Holden, George W.

Parental Selection of Responses to Misbehavior: The Case of Physical Punishment.

PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; *Corporal Punishment; *Mothers; Negative Attitudes; *Parent Attitudes; *Research Design; Research Methodology; Research Problems
IDENTIFIERS- Ambivalence (Psychology); *Context Effect; Positive Attitudes

Mothers' behavioral intentions about using physical punishment were examined to reveal influences on their selection of responses to child misbehaviors. Participants were 55 middle-class, mostly college-educated mothers of 3-to-4-year-old children. A total of 31 children were girls. Mothers operated a computer program which presented, in a random order, 12 common child misbehaviors. Misbehaviors, which occurred in public and private, concerned breaking rules, aggression, taking others' property, and temper tantrums. Mothers estimated how often their children engaged in each misbehavior and the likelihood that they would respond to their children's misbehavior with reasoning, a time-out, or physical punishment. A 30-item attitude questionnaire was used to assign mothers into attitude groups. Mothers were classified as having positive, ambivalent, or negative attitudes toward physical punishment. Findings indicate that for most mothers, both the distal variable of attitude toward physical punishment and the proximate variables of immediate considerations need to be studied if an understanding of parental behavioral intentions and behavior is to be reached. Findings also suggest that the relationship between distal and proximate variables is not necessarily isomorphic. (RH)

ED 307 098 RC 017 111

Hanley, D. Lynn

The Development of Proactive Interventions in a Native Group Home. Practicum Report.

PUB DATE- 88
NOTE- 69p.; M.S. Practicum, Nova University. Color graphics in appendices may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Adolescents; American Indians; Canada Natives; Cross Cultural Training; Foreign Countries; *Foster Care; *Group Homes; Helping Relationship; *Intervention; Planning; *Staff Development; Youth Programs
IDENTIFIERS- *Cree (Tribe); *Cultural Integration; Cultural Relevance; Quebec

Cree culture emphasizes non-interference in the affairs of others and delaying actions until the "right time." These values were an obstacle to developing proactive interventions in two adolescent group homes in Cree Territory, in northern Quebec. Group home houseparents and child care workers were native Crees chosen for their traditional orientation, and had considerable experience with youths but little formal education. The non-native group home coordinator facilitated a staff training program designed to integrate Cree traditions with generally accepted practices of treatment planning. Program participants translated non-native concepts by creating the term "Cree Helping Circle" to encompass the people involved in the intervention process, and by naming the treatment plan "Helping Path Plan." The plan outlined the reasons the youth was in care, the youth's destination after care, and criteria for success, and also defined goals, tools to achieve goals, helpers, and the "right time." Other program achievements included (1) expansion of the role of tribal elders and incorporation of legends and the Medicine Wheel in Helping Path Plans; (2) elimination of houseparents' fear of dealing with crisis issues through inclusion of other persons in decision-making; and (3) completion of a model treatment plan. This report contains 11 references. Appendices include a bilingual (Cree/English) community brochure explaining group home services, notes on Medicine Wheel presentation, and a sample Helping Path Plan. (SV)

ED 307 111 SE 050 557

Braswell, James S., Comp.; Dodd, Alicia A., Comp.
Mathematics Tests Available in the United States and Canada. Revised.

National Council of Teachers of Mathematics, Inc., Reston, Va.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J. Test Collection.
REPORT NO.- ISBN-0-87353-253-8
PUB DATE- 88
NOTE- 40p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($4.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; College Mathematics; Elementary School Mathematics; Elementary Secondary Education; Higher Education; *Mathematical Concepts; *Mathematics Achievement; Mathematics Skills; *Mathematics Tests; Postsecondary Education; Secondary School Mathematics; Special Education; Verbal Tests
IDENTIFIERS- *Canada

This booklet provides a comprehensive directory of mathematics tests that are available in the United States and Canada to help educators and researchers meet their evaluation needs. The tests are listed in the order of the educational level for which they were designed and then by subject matter within the level. Sections included are: (1) "Mathematics Tests for the Elementary Grades (K-8)"; (2) "Mathematics Tests for Elementary/Secondary Level"; (3) "Mathematics Tests for High School/College Level (Grades 9 and Above)"; (4) "Mathematics Tests for Adults"; and (5) "Mathematics Tests for Special Populations" (including those with educational disabilities, physical disabilities, giftedness, or those who do not speak English). Information for each test includes: title; subjects; author; year; availability; grade level; target audience; other resources; and notes. A directory of publishers/distributors is appended. (YP)

ED 307 126   SE 050 580

Crawley, Frank E.
Institute in Physical Science. A Category 1 Summer Inservice Program for Elementary and Secondary Teachers of Physical Science, Austin Metropolitan Community, Pharr-San Juan-Alamo ISD, and Region 1 Educational Service Center. Final Performance Report.
Texas Univ., Austin. Science Education Center.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Nov 88
NOTE- 40p.; Submitted to the Texas Higher Education Coordinating Board. For related documents, see SE 050 581-582.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemistry; *Elementary School Science; Elementary Secondary Education; Grade 5; Grade 6; *Inservice Teacher Education; *Physical Sciences; Physics; Science Activities; Science and Society; Science Teachers; Scientific Concepts; *Scientific Literacy; *Secondary School Science; *Summer Science Programs; Technology

The Institute in Physical Science was developed to address the need for updated information and training in physics, chemistry, and technology among elementary and secondary teachers of physical science. Four major objectives were addressed: (1) improve teachers' understanding of fundamental concepts in physics and chemistry; (2) improve fifth- and sixth-grade teachers' understanding of physical science and provide them with training in the use of physical science activities and investigations and the essential elements to teach physical science in grades five and six; (3) provide high school physical science teachers with training in the use of activities and investigations stressing the development of the essential elements when teaching introductory physics and chemistry concepts; and (4) update teachers' knowledge of recent research findings in physics, chemistry, and science education. This report includes a description of the operation of the project and an evaluation of its effectiveness. Fifty-eight teachers participated in four courses: Concepts in Chemistry; Concepts in Physics; Frontiers in Physical Science; and Concepts in Physical Science. Program evaluation data show the participants

reported to have achieved, in their opinion, each of its four objectives. (MVL)

ED 306 962   IR 052 747

Standards for Public Library Service in Alabama.
Alabama Library Association, University.; Alabama Public Library Service, Montgomery.
PUB DATE- 88
NOTE- 54p.; Developed by the Joint Committee on Public Library Standards.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Library Administration; Library Associations; Library Collection Development; Library Networks; *Library Planning; *Library Services; *Library Standards; *Public Libraries; State Libraries
IDENTIFIERS- *Alabama

This report presents and explains new standards developed for Alabama public libraries in response to a need for a clearly articulated, easily used, and broadly based public library planning and development tool. Intended to provide an overview of the new standards, the introduction discusses why the standards were developed; their purposes; how they are significantly different from the old standards of 1982; how the new standards were developed; and how they should be used. Library standards and the seven-stage planning process model are explained, as are the assumptions underlying the planning process. Specific, quantitative standards are then provided for the various functions of the public library, including administration, access, collections, services, community relations, and cooperation with other types of libraries. Standards for public library systems are also provided for administration, library development/service extension, consulting and services, and resource sharing. Appendixes contain guidelines for developing personnel, collection development, and library service policies together with a list of the types of materials recommended for a basic reference collection, and a list of public libraries and library systems in Alabama. (6 references) (EW)

ED 306 988 JC 890 234

Muntz, Palmer H.
A New Type of Staff In-Service: Chemeketa Community College's Fall Kick-Off.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Faculty Development; Needs Assessment; *Staff Development; *Student Needs; Teacher Participation; Two Year Colleges
IDENTIFIERS- *Chemeketa Community College OR; *Community Needs

In fall 1988, Chemeketa Community College (CCC) of Salem, Oregon, experimented with a new approach to in-service staff development. The new strategy had four purposes: to raise campus awareness of CCC's customers; to promote active, rather than passive, participation in staff development; to bring employees throughout the campus together across departmental and functional lines; and to generate new and specific strategies for meeting student and community needs. CCC's full-time staff was divided into 50 small groups, each including representatives from various college divisions and organizational levels. Then, a focus group consisting of a carefully selected cross-section of CCC students was asked to discuss how well the college was meeting its stated goals. The focus group's discussion was broadcast live campus-wide to locations where the small groups were gathered. After viewing the broadcast, each small group met for two hours under the guidance of a trained facilitator to: (1) identify and assign priority to the issues that had been raised by the focus group; (2) discuss ideas for improving campus services; and (3) arrive at some type of "Action Plan" addressing one or more of these issues. Subsequently, a second focus group comprised of community representatives was formed and its discussion was broadcast to the campus. The small groups then attempted to revise their original action plan or devise a new plan. Two weeks later, a report was presented and disseminated, and a series of campus-wide open forums were set up to deal with specific needs, such as child care and high school relations. By May 1989, over half a dozen action plans, ranging from the simple to the complex, had been implemented by the small group members. (ALB)

ED 307 027 PS 017 937

Adams, Diane, Ed.
The ABC's of Starting School-Age Child Care. Wisconsin Child Care Improvement Project School-Age Child Care Series.
Wisconsin Child Care Improvement Project, Hayward.; Wisconsin Early Childhood Association, Madison.
SPONS. AGENCY- Bremer (Otto) Foundation, St. Paul, Minn.; Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- 88
NOTE- 31p.; For related publications, see PS 017 938-941.
AVAILABLE FROM- Wisconsin Child Care Improvement Project, P.O. Box 369, Hayward, WI 54843 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgeting; Elementary Education; Guidelines; *Needs Assessment; *Program Development; *Program Implementation; *School Age Day Care; *Staff Development
IDENTIFIERS- *Wisconsin Child Care Improvment Project

The 12 fact sheets in this series address fundamental aspects of starting a school-age child care program. Topics addressed include: (1) the planning process; (2) needs assessment; (3) establishment of cooperative relationships with schools; (4) selection of school space for programs; (5) arrangement of the environment; (6) program design; (7) ways to meet developmental needs of children served; (8) the procedure of planning the daily schedule; (9) behavior management; (10) staff qualifications, selection, and training; (11) family day care for school-age children; and (12) budget development. (RH)

ED 307 086 RC 017 073

Thompson, David C.

Capital Outlay as an Issue of Equitable Concern.

PUB DATE- Sep 88
NOTE- 52p.; Paper presented at the National Rural Education Research Forum (Bismarck, ND, September 23-24, 1988) and at the National Rural Education Association Convention (Bismarck, ND, September 24-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Educational Finance; Equal Education; *Facility Improvement; Legal Responsibility; Rural Urban Differences; *School Funds; *State Aid; State School District Relationship; Statewide Planning
IDENTIFIERS- *Kansas

Capital outlay for school facilities is receiving interest as focus is turned toward all facets of education, including the condition of the physical learning environment. Recent court decisions have brought about some equity in school financing, but the potential exists for future lawsuits for equity in educational facilities. There is a concern in the research literature for construction, maintenance, renovation, and similar capital outlay issues. Several studies conducted in Kansas suggest that state school districts are confronted with facility finance problems. The age and condition of facilities suggest continued and increasing maintenance and replacement costs. Kansas districts will continue to face obvious facility needs and inequalities. Conclusions of the study include: (1) methods of funding capital outlay need to be changed; (2) neither rural nor urban school districts have a distinct advantage in facility funding; (3) there exists an inaccurate assumption that rural areas are wealthier than the urban areas; (4) rural and urban districts have different circumstances but similar problems; (5) the size of the capital outlay problem in Kansas is growing due to the age of the facilities and the deferral of maintenance and improvement; (6) tax rates, local economic health, and adequacy of the tax base determine the ability to bond for construction; (7) ability to finance facilities varies from district to district; (8) a majority of Kansas districts are unable to fund either the mean ability level or the mean expenditure level; and (9) the impact of facilities on educational programs must be a central concern in the assessment of equity. Suggestions for funding and state aid mechanisms are given. Contains 30 references, and 10 tables outlining research data. (ALL)

ED 306 860 HE 022 584

Minorities Access to Research Careers.

American Association of State Colleges and Universities, Washington, D.C.; City Univ. of New York, N.Y. Hunter Coll.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Aug 89
NOTE- 10p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- 442457
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Alcohol Abuse; American Indians; Asian Americans; Blacks; *Career Awareness; College Students; Drug Abuse; Females; Graduate Study; Higher Education; Hispanic Americans; Mental Health; *Minority Groups; Models; Program Descriptions; Research Methodology; *Research Skills; State Colleges
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *City University of New York Hunter College; Minorities Access to Research Careers Program

The Minorities Access to Research Careers (MARC) program at Hunter College, New York is designed to provide an in-depth 2-year research training experience for minority students in order to prepare them for graduate school and eventual research careers in alcohol, drug abuse, and mental health fields. The target groups include Blacks, Hispanics, Asian Americans, and Native Americans, and most participants are women. Specific goals associated with this program include: to offer a curriculum familiarizing MARC students with the basic assumptions, principles, and research methodology of their major disciplines; to provide the necessary skills to evaluate critically a body of literature in a particular research area; and to enable them to design, conduct, and statistically evaluate experiments that test specific hypotheses in a particular research area. A full 2-year commitment to the program is required, and during these 2 years, students receive mentoring from a researcher in anthropology, psychology, and/or sociology. Ten schools in the United States offer MARC programs, five of them historically black colleges. A copy of the spring colloquium schedule and an announcement for a discussion group on career psychology of minority scholars are appended. (SM)

ED 306 886 HE 022 610

Wickland, Wendel B.

Winterim.

American Association of State Colleges and Universities, Washington, D.C.; State Univ. of New York, Buffalo. Coll. at Buffalo.
PUB DATE- Feb 89
NOTE- 149p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *College Faculty; *College Programs; *Faculty Development; Higher Education; Models; Program Descriptions; Seminars; *Staff Development; State Colleges; Workshops
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *State University of New York Coll at Buffalo; Winterim

In response to a desire for an additional, low-cost program of faculty and staff development, Buffalo State College has developed a series of workshop/seminar sessions presented during the break between the fall and spring semesters. Called Winterim, the program offers sessions on a wide variety of academic, professional, and instructional topics to address the needs and interests of faculty, administrators and other staff. The use of volunteer presenters is considered to be one of the reasons for the program's success. The handling of logistics, registration and development of session topics is described. The program has been in operation for 4 years and has received consistently positive evaluations from participants. The brochure, flyers, final report and evaluation form for each Winterim program from 1987 through 1989 are appended. (KM)

ED 306 921 HE 022 647

Dessel, Norm; Mehaffy, George
Navy Fast Track Program.
American Association of State Colleges and Universities, Washington, D.C.; San Diego State Univ., Calif.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 20 Feb 89
NOTE- 26p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659. Paper presented at the Association of Teacher Educators (St. Louis, MO, February 20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Cooperative Programs; Credentials; Higher Education; *Mathematics Teachers; *Military Organizations; Models; Program Descriptions; *Science Teachers; State Universities; Teacher Education; *Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Alternative Teacher Certification; California (San Diego); Navy; *San Diego State University CA

This paper discusses the critical shortage of math and science teachers in San Diego public schools and the necessary revision of the teacher preparation process to provide flexibility in expediting entry into the classroom of candidates with strong academic math/science backgrounds. U.S. Navy officers near retirement who have completed degrees in engineering, mathematics, or the physical sciences are the potential audience. The program encourages the active collaboration of many institutional partners (the United States Navy, San Diego State University, and San Diego Unified Public Schools) as well as of three academic divisions at San Diego State University. The project alters the current teacher preparation program by focusing much of the credential coursework on pedagogical content knowledge. Major project activities include: creation of an internship plan; development of a school-based site; and establishment of a staff and organizational structure. One of the characteristics of this program is the constant requirement for intensive contact with the candidates who seem to require a lot of support due to the trauma of leaving the predictable world of the military for the unpredictable world of higher education. Contains 5 references. (SM)

ED 306 948 IR 013 800

Koohang, Alex A.
Computerphobia: An Empirical Study.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; Attitude Measures; *Computer Literacy; Computers; High Schools; *High School Students; Instructional Program Divisions; Sex Differences; *Student Attitudes
IDENTIFIERS- *Computer Anxiety; Computer Users

This study explored the levels of anxiety over computer use of high school students based on sex, grade level, and prior computer experience. Subjects were 67 high school students, 38 males and 29 females. The instrument used was a computer anxiety subscale of 10 items from an instrument designed by Loyd and Gressard (1984). The items presented positively and negatively worded statements about reactions to computer use, and students were asked to respond using a four-category scale ranging from strongly agree to strongly disagree. The data showed that both gender and computer experience, but not grade level, produced a significant difference in computer anxiety. Male students had higher mean scores, indicating less anxiety, than female students, and students with more computer experience received higher mean scores than students who had less computer experience. (3 tables and 9 references) (EW)

ED 307 014 JC 890 266

Cohen, Arthur M.
What Can Be Done about General Education?

PUB DATE- 27 Jan 89
NOTE- 17p.; Paper presented at a conference of the Liberal Arts Network for Development (East Lansing, MI, January 26-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; Community Colleges; Core Curriculum; *Curriculum Development; *Educational Objectives; *General Education; Humanistic Education; *Outcomes of Education; Student College Relationship; Two Year Colleges

The idea of general education has ebbed and flowed for generations. Recent calls for general education, appearing both in the professional and popular literature, demand an integrative curriculum that brings people toward common understandings. The content of what is taught matters less than that a continual effort be made to enhance social cohesion and move students toward a realization that participation in the polity is important. In Japan, school environments direct students toward such a sense of social responsibility; in the United States, and especially in community colleges, the curriculum must carry the general education message. Since the community college curriculum centers on the liberal arts and occupational studies, general education must be diffused throughout these areas. The colleges have effectually reconceptualized the liberal arts in the direction of general education, and have had some success in suffusing general education concepts into occupational studies. However, constant attention must be paid to general education because the courses keep drifting away from the disciplines from which they arose. General education is difficult to teach because, by definition, it is broad and integrative; and it is futile to insist on it as a graduation requirement because so few students graduate. Overcoming these dilemmas, answering the question of what knowledge everyone should possess, and assessing the outcomes of general education demands leadership from within the institution rather than directives from the state level. Integrated, self-contained, interdisciplinary general education courses should be required for everyone coming to the institution, and their outcomes assessed globally, in order to bring a greater understanding of the broader society and of the student's place within it. (JMC)

ED 307 073 RC 016 999

Tanguay, Suzanne
New Trends in Delivering Elementary and Secondary Education to Small/Rural Schools.
Canadian Education Association, Toronto (Ontario).
PUB DATE- 88
NOTE- 22p.
AVAILABLE FROM- Canadian Education Association, Suite 8-200, 252 Bloor Street West, Toronto, Ontario, Canada, M5S 1V5 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Educational Improvement; Educational Innovation; Elementary Secondary Education; Foreign Countries; *Information Dissemination; Rural Areas; *Rural Education; *Rural Schools
IDENTIFIERS- Canada

This booklet describes how the departments and ministries of education in the 10 Canadian provinces and in the Yukon are using technology to ensure that elementary and secondary students in small and rural schools have access to a full range of educational programs. Services to adults in basic education courses are also included. Activities range from developing instructional packages to use of satellite dishes and computer networks. (ALL)

ED 306 789 HE 022 450

MecVicar, Robert
Opportunities for Telecommunication for University Outreach in Arizona.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 14p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; Computers; *Distance Education; Educational Quality; Efficiency; Excellence in Education; Higher Education; *Information Networks; *Outreach Programs; Public Colleges; Radio; Rural Education; State Universities; *Statewide Planning; *Telecommunications; Teleconferencing; Television; Videotex
IDENTIFIERS- *Arizona; Arizona Educational Telecommunications Cooperative; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

An exploration of the potential of telecommunications to serve the needs of Arizona for place- and time-flexible learning is presented as one working paper in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. The study looks at the capability of a statewide network to serve both instructional outreach and data needs of an off-campus clientele and describes a proposed structure for the planning and operation of a statewide telecommunications network. Seven sections focus on the following: Arizona's need for extended and expanded learning and information services; development of a statewide telecommunications network; synthesis of a statewide network; organization for delivery of distance learning services; Arizona Educational Telecommunications Cooperative (with its goals and tasks listed); operation of the educational telecommunications network; and a proposed educational telecommunication network. Recommendations include: the Cooperative should seek resources to conduct an experiment on the use of satellite telecommunication for statewide service to schools; the Cooperative should devise a coordinated program of expanded offerings to rural Arizona using existing telecommunications capability; and the Cooperative should develop plans for a land-based microwave system that would provide links between the three public universities and the rural areas of the state. (SM)

ED 306 824 HE 022 486

Caldwell, Roger L.
Future Changes: Implications for Arizona's Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 62p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Competition; Demography; Economic Change; *Educational Change; Educational Planning; Educational Quality; Efficiency; Excellence in Education; Health; *Higher Education; Long Range Planning; Politics; Public Colleges; Social Change; *State Universities; *Statewide Planning; Technological Advancement; *Trend Analysis
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Environmental Scanning; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document focuses (in Part I) on the summary, conclusions, and recommendations of future changes and their relationship to the Arizona Universities; and, (in Part II) provides background materials for developing those conclusions. Part I discusses the range of possible futures in Aizona over the next 20 years according to: principal driving forces and emerging trends; demographic trends; economic changes; health and environment issues; political shifts; social values; and technological innovations. Common assumptions are challenged and potential scenarios are presented. Some possible high-impact events noted are biotechnology breakthrough, economic depression, instability in Mexico, a major nuclear energy accident, space manufacturing, and terrorism. Implications of changes for Arizona universities are noted. Some of the 11 conclusions are: recognize that Arizona has a population in transition; forecast accurately the enrollment futures of the universities; and identify realistically university strengths and weaknesses. It is recommended that the universities develop foresight capability in support of strategic planning and current decision processes. Part II presents background studies, national studies and sources, and general issues (technological, economic, demographic, health and environment, social, and political). Contains 35 references. (SM)

ED 306 873 HE 022 597

Ciholas, Paul
Integrative Studies (IGS).
American Association of State Colleges and Universities, Washington, D.C.; Kentucky State Univ., Frankfort.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 51p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- African Culture; *Black Colleges; Chinese Culture; *College Curriculum; College Faculty; *College Programs; Cultural Images; *Cultural Influences; Cultural Traits; Higher Education; *Interdisciplinary Approach; Latin American Culture; Models; Program Descriptions; Program Evaluation; Questionnaires; School Surveys; Spanish Culture; State Universities; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Kentucky State University

The Kentucky State University Integrative Studies Program, which is described in this report, consists of seven seminar-type models, three in the Western and four in the non-Western traditions. It is a basic component of a 53-hour core curriculum, and requires both faculty and students to analyze and interpret a body of knowledge involving history, literature, art, philosophy, and the sciences. Faculty preparation involved seminars or study groups, summer institutes, and visits to other institutions. Results of the faculty development and rationales for the course offerings in Integrative Studies are discussed. Brief descriptions of each course are given. Each fall Title II conducted an external evaluation of the Integrative Studies program; the September 1986 and 1987 assessments are provided. A student attitude survey is conducted every 2 years; the Spring 1987 survey form and results are provided and discussed. Faculty evaluations are also summarized. Letters from faculty about the program are appended. (KM)

ED 306 910 HE 022 635

School-University Mathematics (SUM) Program.
American Association of State Colleges and Universities, Washington, D.C.; Virginia Commonwealth Univ., Richmond.
PUB DATE- 88
NOTE- 18p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; *Faculty Development; Higher Education; Inservice Teacher Education; Mathematics Curriculum; Mathematics Instruction; *Mathematics Teachers; Models; Program Descriptions; *Secondary School Teachers; State Universities; Summer Programs; Teacher Improvement
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Virginia Commonwealth University

Virginia Commonwealth University's School-University Mathematics (SUM) program, described in this report, is designed to foster collegial relationships between university faculty and secondary mathematics teachers via summer mathematics colloquia, academic year collaborative inservice courses, and a Mathematics Teacher-in-Residence program. SUM was developed in response to the needs of certified secondary school mathematics teachers in Virginia for: more in-service training in areas of math that are of increasing importance; more opportunities for their professional growth as mathematicians and teachers of math; and mechanisms to encourage secondary school teachers to play leadership roles in collegial, ongoing programs. In the Mathematics Colloquia, secondary teachers and university faculty learn together to play leadership roles in the math community by developing presentations, writing journal articles, and planning the cooperative in-service courses for teachers. The Teacher-in-Residence program features an academic year's university residency for a secondary teacher who studies a new area of mathematics, teaches university mathematics classes, directs student teachers, and promotes curriculum articulation between university and secondary schools. The outcome of this program, which will serve 150 people, will be evaluated and analyzed for potential effectiveness as a national model. Appended is a description of the Mathematics Teacher-in-Residence program. (Author/SM)

ED 307 043 PS 017 988

Stern, Marilyn; Alvarez, Aracelly
Pregnant Teens vs. Teen Mothers: Impact of Self-Image, Style of Coping, and Family Environment on Caretaking Perceptions.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Child Rearing; Comparative Analysis; *Coping; *Early Parenthood; *Family Environment; Mothers; Negative Attitudes; Parent Attitudes; *Parenting Skills; *Pregnancy; Profiles; *Self Concept; Stress Variables

The purpose of this ongoing study is to assess the impact of style of coping, self-image, family environment, and perceptions of parenting skills on the adaptation of adolescents to the stressors of parenthood. A total of 27 adolescent mothers and their infants, and a cohort of 16 pregnant teens, have thus far participated in the study. Each of the adolescents completed the Ways of Coping Scale-revised (WCS), the Offer Self-Image Questionnaire (OSIQ), the Family Environment Scale (FES), and several scales assessing pre- and post-natal perceptions of caretaking. Infants were administered a Gesell Developmental screening at 9 months of age. The mean OSIQ and FES case profiles indicate a generalized disruption of self-image and perceptions of family environment. However, the profile is not as disrupted for pregnant teens as for mothers. Pregnant teens' preference for emotion-based coping styles in dealing with the stressors of having a baby may partially account for these profile differences. The preliminary results also suggest that the disruption of self-image and the use of less effective forms of coping are related to negative attitudes toward caretaking. The data support the importance of examining how individual differences in coping styles affect caretaking perceptions, attitudes, and behavior. (RH)

ED 307 112 SE 050 558

Duckworth, Kenneth; Lind, Karen

Curricular Goals and Motivating Strategies with Non-College-Bound Students in Science and Social Studies.

PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Failure; Educationally Disadvantaged; Educational Research; *High Risk Students; High Schools; Incentives; *Motivation Techniques; *Non College Bound Students; *Relevance (Education); Research Needs; Research Opportunities; *Sciences; Secondary School Science; *Social Studies; Student Motivation

Many teachers work in the difficult situation of teaching academic subjects to students who are not academically oriented. Especially in high school, non-college-bound students are required to take two or three years of science and social studies. For these students schools offer lower-track classes that exhibit high failure rates and low teacher and student motivation. This study attempts to increase understanding of this situation and knowledge of what approaches work in motivating these students. The study focuses on the curricular goals that seem to guide effective teachers of non-college-bound students and what place extrinsic and intrinsic motivation had in such teachers' motivating strategies. In general, the results show that teachers de-emphasized subject matter knowledge goals with non-college-bound students while more openly advocating functional skill goals. For intrinsic motivation, teachers worked on increasing students' feelings of efficacy in the classroom. Developing student interest in the subject was a strategy used to nurture intrinsic motivation. This paper includes an abstract, introduction, research methods, results, summary and findings, implications, and references. (RT)

ED 306 776 FL 017 980

Olsen, Roger E. W-B
Report of the Limited English (LEP) Student Enrollment Survey.
PUB DATE- Mar 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Adult Students; Elementary School Students; Elementary Secondary Education; *Enrollment Rate; *Limited English Speaking; National Surveys; Profiles; Secondary School Students; Statewide Planning

The results of a national survey concerning the enrollment of limited-English-proficient (LEP) students in elementary, secondary, adult basic, and adult secondary education are presented and summarized. Data are drawn from information provided by chief state school officers, federal agencies, and individual respondents to the survey. The study is divided into two main parts. The first section provides a narrative summary of the survey and includes tables with select comparisons and estimates of students who are not reported as limited English proficient. The second section consists of two tabular summaries of the data base assembled: Reported Enrollments 1985-88; and State Profiles. The Reported Enrollments show K-12 enrollments of LEP students; K-12 estimates of limited-English-functioning students (language minority students who have some proficiency but not enough to benefit from English-only instruction); adult enrollments; and reported school enrollments (total and subcategories of LEP). The State Profiles show programs and funding, identification criteria, and primary languages identified by "speakers of languages other than English." (MSE)

ED 306 801 HE 022 462

Talbott, Mary J.
Executive Summaries of Reports and Books on Higher Education.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 58p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- College Curriculum; Competition; Educational Change; *Educational Quality; Efficiency; *Excellence in Education; *Higher Education; High School Students; Humanities; Integrity; Literature Reviews; Public Colleges; Reports; State Programs; Undergraduate Study
IDENTIFIERS- *Arizona; Arizona Task Force on Excellence Efficiency Compet; *Excellence in Education Reports

Brief summaries of 12 books and reports on higher education are presented as part of the final report by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. The summaries retain a substantial amount of the original language of the work, but do not contain evaluations. Publications are as follows: "Integrity in the College Curriculum: A Report to the Academic Community" (Association of American Colleges); "The Closing of the American Mind: Education and the Crisis of Reason" (A. Bloom); "The Undergraduate Experience in America" (E. Boyer); "High School: A Report on Secondary Education in America" (E. Boyer); "Arizona Postsecondary Education in the Eighties" (Education Commission of the States, Arizona State University, Northern Arizona University, University of Arizona); "Transforming the State Role in Undergraduate Education" (Education Commission of the States); "Searching for Academic Excellence: Twenty Outstanding Colleges and Their Leaders" (J. Gilley and others); "To Reclaim a Legacy: A Report on the Humanities in Higher Education" (National Endowment for the Humanities); "Choosing Quality: Reducing Conflict Between the State and the University" (F. Newman); "Higher Education and the American Resurgence" (F. Newman); "A Nation at Risk: The Imperative for Educational Reform" (U.S. Department of Education, the National Commission on Excellence in Education); and "Involvement in Learning: Realizing the Potential of American Higher Education" (U.S. Department of Education, National Institute of Education Study Group on the Conditions of Excellence in American Higher Education). (SM)

ED 306 813 HE 022 474

Hodgkinson, Harold L.
Arizona: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-75-9
PUB DATE- Apr 88
NOTE- 19p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness. Final Report and Working Papers." Volume One. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Demography; Educational Finance; *Educational Quality; Efficiency; *Enrollment Trends; Minority Groups; Public Colleges; State Surveys
IDENTIFIERS- *Arizona; Arizona Task Force on Excellence Efficiency Compet

A description of the State of Arizona and its educational system is presented as a working paper in a final report by the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Facts about the state include the following: indications are that the present growth in Arizona will continue for at least a decade more; growth has been handled by expanding the city limits; suburban growth in Phoenix and Tucson has been achieved without destroying the core city; the Arizona population is not very old, and birth rates in the state are high, especially for Hispanics and Indians; minorities in Arizona have not developed a substantial middle class; the Arizona economy is nicely diversified; and Arizona's minority populations are now 40% of the small children in Arizona. General conclusions are as follows: as school populations increase during the next decade, class sizes must not increase, and funding per student must not decline; higher education needs to be articulated with the public schools; youth poverty will increase, and the number of young people involved in Headstart-like programs may decline as a percentage of those eligible; the state needs to stimulate more small business starts on the part of its current citizens, especially minorities; and poverty levels in downtown Phoenix are increasing rapidly, and jobs are moving to the suburbs. Contains 20 references. (SM)

ED 306 837 HE 022 499

Carroll, Alan W.

An Overview of the State of Arizona, Arizona Board of Regents, and University State Operating Budget Request Processes Including a Twenty Five Year State Funding, Productivity and Performance Output History of University of Arizona Main Campus, Arizona State University Main Campus and Northern Arizona University.

Arizona Board of Regents, Phoenix.

PUB DATE- Nov 88

NOTE- 29p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; Competition; *Educational Finance; Educational Quality; Efficiency; Enrollment; Excellence in Education; Fees; Higher Education; Operating Expenses; Performance; *Productivity; *Resource Allocation; *State Universities; Statewide Planning; Tuition

IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' (ABOR) Task Force on Excellence, Efficiency and Competitiveness presents an overview of the State of Arizona ABOR, and university state operating budget request processes. This overview includes a 25-year state funding, productivity, and performance output history of Arizona's three public universities. Part 1, the general overview, includes the following: Arizona budget process; ABOR budget; public service; academic support; student services; institutional support activities; state operating budget revenue sources; the university state operating budget process; ABOR budget request guidelines, review, and approvals; and legislative session budget hearings and annual appropriations. Part 2, the 25-year state funding, productivity and performance output history, presents data on the Arizona State University main campus, Northern Arizona University, and the University of Arizona main campus. It covers state operating funds; general fund appropriations; registration fees and tuition; state and local collections; student, undergraduate, and graduate headcount enrollments; full time equivalent student enrollments; and university, baccalaureate, and graduate degrees conferred. There are 26 recommendations and conclusions made on: the state budget development process and budget forms; the state budget request cycle and university budget requests; inflation and university budgets; state operating budgets by state program; registration fees and tuition; scholarships and waivers; university enrollments; and university degrees conferred. Twenty-two tables and charts are included. (SM)

ED 306 849 HE 022 573

Johnson, Josephine
Enrollment Management: A Campus Response.
American Association of State Colleges and Universities, Washington, D.C.; Western Illinois Univ., Macomb. Coll. of Education.
PUB DATE- 16 Mar 89
NOTE- 8p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Admission; College Applicants; *Declining Enrollment; Enrollment Influences; *Enrollment Trends; Higher Education; *Marketing; Models; Program Descriptions; School Holding Power; State Universities; Student Recruitment
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Enrollment Management; *Western Illinois University

This paper looks at Western Illinois University's Enrollment Management plan designed to reverse a serious declining enrollment pattern from the late 1970s. The plan was implemented in 1984 and encouraged a total university commitment to enrollment management. Some of the highlights of the program in its first 2 years are: expansion of the Honors Program; development of a comprehensive marketing plan; upgrading of the financial aid process; expansion of academic assistance via Learning Assistance Centers and help sessions; faculty development programming; and establishment of an Admissions Clearinghouse to respond to inquiries within a 24-hour period. This program produced immediate results, with the fall 1986 semester enrollment exceeding the 12,000 student total for the first time since 1982. Total headcount enrollments increased by 1.9% from 1985, with on-campus enrollments up 3.8%. New freshmen for fall 1986 increased 2.8%, and graduate enrollments showed significant gain. Extension undergraduate enrollments increased at all levels. The university also experienced a rise in the academic quality of freshmen enrollees. Overall enrollments have continued to grow due to improved recruitment efforts and retention rates. Between 1984 and 1987, the freshmen to sophomore retention rates increased from 66% to 71% with impressive improved retention rates for minority students. (SM)

ED 306 899   HE 022 624

A Geriatric Clinical Training Model for Social Workers/Students Working Together with the Alzheimer Patient and Family Caregiver(s).

American Association of State Colleges and Universities, Washington, D.C.; City Univ. of New York, N.Y. Hunter Coll.; Long Island Jewish Medical Center, NY.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- 88
NOTE- 11p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- 5T24MT118678-03
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Attitude Change; *Clinical Teaching (Health Professions); College Students; *Family Caregivers; *Geriatrics; Higher Education; Medical Services; Models; Older Adults; Program Descriptions; *Social Workers; State Colleges
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Alzheimers Disease; *City University of New York Hunter College

Discussed in this report is a geriatric clinical training model for social workers and students dealing with Alzheimer patients and family caregivers. The project was conceived to develop student interest and competence to work in this specialized area. One goal was to incorporate relevant components in the social work curriculum in both classroom and fieldwork. Another goal was to develop a model for innovative, creative social work practice strategies for Alzheimer patients and their caregivers at the different stages of the disease with individuals, groups, and the community. This multidisciplinary project directly financed and sponsored three social work students each year (totalling nine students over the grant period), and several of them maintained positions in the field following graduation. The project modified and changed many stereotypes and myths about the Alzheimer patient population in the attitudes of those professionals working with them. Some research instruments were developed for testing the change, particularly for student attitudes. Students were able to learn to work collaboratively with interdisciplinary personnel and to gain some understanding of their specific distinctive roles on the team. Other disciplines were able to appreciate and better understand the social work function. The project had a broad effect in communicating some of its results and consequences via presentations at regional and national conferences. (Author/SM)

ED 306 949 IR 013 801

Reglin, Gary L.; Butler, Don

Effects of a Computer Assisted Instruction EEE Seminar on Mathematics Achievement and Academic Self-Concept of Students at a Predominantly Black College in a Rural Community in the South.

PUB DATE- Feb 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Covariance; *Black Students; *Computer Assisted Instruction; Higher Education; Intermode Differences; *Mathematics Skills; Microcomputers; *Remedial Instruction; *Self Concept; Sex Differences; Socioeconomic Status

This study examined the effectiveness of computer assisted instruction (CAI) in improving the mathematics achievement and academic self-confidence of black students in an Education Entrance Examination (EEE) seminar at a predominantly black college in South Carolina. Subjects were 49 students participating in the seminar, 43% black males and 47% black females. Students in the experimental group received 30 minutes of CAI in addition to EEE seminar instruction in mathematics given to both the control and experimental groups. Results of analyses of covariance indicated that EEE seminar students exposed to the CAI mathematics program scored significantly higher in basic skills mathematics and academic self-concept than the students who were not exposed to the CAI treatment. The results provide evidence that low SES students in the control group also increased their basic skills mathematics and academic self-concept scores, whereas high SES students neither increased nor decreased their scores significantly. (2 tables and 21 references) (EW)

ED 306 976 JC 890 220

Raughton, Jim L.; And Others

Mid-Term Report on Partners Program.

PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *College Preparation; *College School Cooperation; Community Colleges; Cooperative Programs; Educational Counseling; High School Students; *Mentors; *Minority Groups; Student Development; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Partners Program CO

The Partners Program operates through a partnership of the Colorado Community College and Occupational Education System, the Denver Public Schools, and the Colorado Minority Engineering Association to guide minority high school students into career tracks that include a college option. Denver is a particularly suitable location for the Partners Program in that the area has a large concentration of Hispanic, Black, and American Indian students; has one of the most serious minority dropout rates in Colorado; and can offer a variety of college programs locally through the Community College of Denver (CCD). The organization and implementation of the Partners Program involved the formation of an advisory board, the development of procedures manuals, the selection of Partners Advisors at four participating high schools, the selection of 14 seniors to participate in the project, and the provision of orientation and support to the students' families. The Partners students participated in several activities, including campus visits to local community colleges, meetings with college counselors regarding financial aid, presentations by industry representatives, and regular meetings with their advisors. In cooperation with the CCD, all students were offered an intensive college preparation program during the summer prior to their freshman year. (ALB)

ED 307 002 JC 890 248

Argumedo, Barbara J.

A Survey of Student Assessment and Remedial/Developmental Education in Michigan's Public Community Colleges.

Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.

SPONS. AGENCY- Michigan State Board for Public Community and Junior Colleges, Lansing.
PUB DATE- Jan 89
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Developmental Studies Programs; *Educational Diagnosis; High Risk Students; Professional Development; Program Evaluation; *Remedial Instruction; *Remedial Programs; School Policy; Screening Tests; State Surveys; *Student Placement; Teaching Methods; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Michigan

In 1988, a study was conducted to examine student assessment and related remedial/developmental programs in Michigan's 29 community colleges. Administrators or instructors with direct responsibility for developmental education programs were surveyed regarding the existence of an institutional definition of and mission statement for remedial education; testing, assessment, and placement practices; instructional methods; program evaluation; student characteristics in fall 1987; professional development; and liaisons with high schools, adult education providers, and business and industry. Study findings, based on responses from all 29 colleges, included the following: (1) 72% of the colleges indicated that they required testing of all newly admitted students, though 86% said that testing could be waived; (2) nearly 50% of the colleges had mandatory placement in writing, 45% in reading, 34% in mathematics, and 10% in English as a Second Language; (3) 45% awarded full degree credit for remedial coursework, 28% awarded limited credit, and 21% awarded no credit; (4) 69% indicated that the grade earned in a remedial course was calculated in a student's grade point average; (5) remedial efforts were decentralized in 76% of Michigan's community colleges and centralized in 21%; (6) 66% had a system for monitoring student progress, and 48% reported that they tracked student success; and (7) in fall 1987, 16,024 students were enrolled in remedial math courses, 9,890 in remedial writing, 5,139 in remedial reading, and 2,690 in other remedial courses. The survey instrument is appended. (AYC)

Sanders, Wendy Hinrichs; And Others

A Child Care Press Kit. Wisconsin Child Care Improvement Project.

Wisconsin Child Care Improvement Project, Hayward.; Wisconsin Early Childhood Association, Madison.

SPONS. AGENCY- Bremer (Otto) Foundation, St. Paul, Minn.; Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- 87
NOTE- 25p.; For related publications, see PS 017 937-941.
AVAILABLE FROM- Wisconsin Child Care Improvement Project, P.O. Box 369, Hayward, WI 54843 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Day Care; Early Childhood Education; *News Media; *Publicity
IDENTIFIERS- Press Kits; *Press Releases; *Wisconsin Child Care Improvement Project

This press kit for the Wisconsin Child Care Improvement Project (WCCIP) includes: (1) an information sheet for child care personnel that offers a plan for publicizing child care issues; (2) a list of state and federal resources; (3) fact sheets on child care supply and demand in Wisconsin, characteristics of child caregivers, high quality care, and financial support for child care; and (4) sample press releases and feature stories on school-age child care, child care regulation, child care staff, cost of child care, employer-supported child care, and high quality child care. (RH)

Winegar, Lucien T.; Renninger, K. Ann
Object Conflict and Sharing in the Preschool: Further Evidence for a Prior Possession Rule.
PUB DATE- Apr 89

NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Conflict; Ecology; *Friendship; Interpersonal Relationship; *Peer Groups; Preschool Children; *Social Structure
IDENTIFIERS- *Dominance Hierarchies; *Object Exchange; Sharing Behavior

In a study of the social ecology of preschool peer interaction, independent measures of agonism and object conflict were employed to investigate relations between dominance, competition, and prior possession of object. In addition, independent measures of affiliation and object exchanges were employed to investigate further possible relations between friendship, sharing, and prior possession of object. Subjects were 16 children between 3 and 4 years of age who were involved in free play. Six 40-minute focal samples of each child were videotaped. Videotapes were coded independently for three types of social interaction: agonism, affiliation, and object exchange. The initiating action of the focal child, the social target of the action, and the response of the target child were coded. In addition, the time of possession of the object prior to an object exchange was recorded. Findings indicated that outcomes of object conflicts and sharing were predicted by prior possession, but not by affiliation or dominance. Object use interactions were not terminated consistently to the benefit of an individual, as in dominance, or to the benefit of both individuals, as in friendship. (RH)

Robb, Gary M., Ed.; And Others
The Bradford Papers Annual, Volume II, 1987.
Indiana Univ., Bloomington. Dept. of Recreation and Park Administration.
PUB DATE- 87
NOTE- 106p.; For earlier papers, see ED 224 636-637, and ED 231 565.
AVAILABLE FROM- Bradford Woods, Indiana University, 5040 State Road 67 North, Martinsville, IN 46151 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adventure Education; *Camping; Disabilities; *Experiential Learning; *Leadership; Leadership Training; *Outdoor Education; *Therapeutic Recreation

This annual collection promotes scholarly writing, applied research findings, and innovative programs and activities in experiential education. 1987 papers include: (1) "The Effects of a Structured Camp Experience on Perceived Freedom in Leisure" (Mark James) on the effects of a structured camp experience on handicapped participants' perceived freedom in leisure; (2) "Gentle, Supportive and Non-punitive Techniques for Managing Camper Behavior" (Steve Hollenhurst); (3) "Research in Outdoor Adventure" (Alan Ewert), an overview and analysis of research in outdoor adventure recreation; (4) "Soft and Conceptual Skills" (Michael Swiderski) about interpersonal skills and critical thinking competencies as components of outdoor leadership; (5) "CERTIFICATION" (Simon Priest) about international trends in certification of outdoor leaders; (6) "Adventure Challenge as a Means of Containment" (Anthony Richards and Anthony Meyers) on adventure education as a means of delinquency prevention; (7) "Toward Fullest Participation--Suggested Leadership Techniques for Integrated Adventure Programming" (Greg Lais) about adventure program leadership techniques for integrating participants with various handicaps or diverse skill levels; (8) "Foster Families and Adventure/Challenge Therapy" (Thomas Smith) on adventure programs as therapeutic experiences for foster families and group home residents; (9) "Processing the Initiatives Course Experience" (Debra Jordan) on leadership techniques for bringing closure to a challenge education course; (10) "Optimizing Experiential Education with Young Children" (Jacqueline Davis, Mark Havens, Victoria DeSalvatore); and (11) "Connecting People and Plants" (Clifford Knapp) on the connection between people and nature and the use of this concept in outdoor education. Each paper contains an abstract, author profile, key words, and reference list. (SV)

ED 307 099 RC 017 114

Social Security Administration Employment of and Service to Hispanics. Report to the Chairman, Select Committee on Aging, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-35
PUB DATE- Jan 89
NOTE- 39p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00 ea.; over 99, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employees; *Employment Practices; Employment Statistics; Federal Government; *Hispanic Americans; *Multilingual Materials; Public Agencies; Sex Differences; *Spanish Speaking
IDENTIFIERS- *Social Security Administration

In response to Congressional inquiry, the General Accounting Office investigated the Social Security Administration's (SSA) employment of Hispanics and Spanish-speaking persons and the extent of SSA program materials available in Spanish. SSA's overall employment of Hispanics in 1987 was 6.4%, equal to the national rate of availability of Hispanics in the civilian labor force (CLF). However, SSA's rate of employment of Hispanic men was less than half their CLF availability rate, while the rate of female Hispanic employment was almost double the CLF availability rate. Underrepresentation of Hispanic men occurred in 7 of 10 regional offices and was particularly evident in the Atlanta (Region IV) office. Nearly 70% of Hispanics at SSA were employed in three civil service job series, in administrative, technical, and clerical positions providing information to the public and processing benefit claims. In 1988, about 8.2% of all SSA field office employees were certified by SSA, through interview, as Spanish-speaking. An internal memorandum indicated that SSA offices in five cities were having difficulties in hiring bilingual administrative employees and were recruiting at local colleges. Most SSA public information is printed in Spanish and English. Benefit recipients with annotated records receive notices of benefit actions and certain follow-up materials in Spanish. SSA conducts quality-of-service surveys but does not identify racial or ethnic groups therein. This report contains 11 tables and graphs. (SV)

ED 306 861   HE 022 585

Siegel, Martha J.
The Applied Mathematics Laboratory.
American Association of State Colleges and Universities, Washington, D.C.; Towson State Coll., Md.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 84
NOTE- 13p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- SER8160689
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Higher Education; *Mathematics; Models; Program Descriptions; Program Development; *Research Projects; *School Business Relationship; State Universities; Undergraduate Study
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; Applied Mathematics; *Towson State University MD

This report describes the Applied Mathematics Laboratory (AML) operated by the Department of Mathematics at Towson State University, Maryland. AML is actually a course offered to selected undergraduates who are given the opportunity to apply their skills in investigating industrial and governmental problems. By agreement with sponsoring organizations, AML undertakes research projects of a mathematical nature whose analysis, solution, and exposition require the substantial involvement of a team of students and faculty members for an academic year. Evidence of program effectiveness includes the following facts: AML is recognized in the business community in the Baltimore metropolitan area; corporate responses have been uniformly favorable; and AML received the Distinguished Program Award from the Maryland Association of Higher Education in 1984. Recommendations considered when setting up such a project included: contract all year-long projects in the spring for the next academic year; assess the same fee for each project; have a tenured and self-confident faculty member as the primary director; and have an administrator who can interact well with industrial and business people. An appendix lists AML projects from 1980 through 1989. Contains 3 references. (Author/SM)

ED 306 887 HE 022 611

Whitney M. Young, Jr. College of Leadership Studies.

American Association of State Colleges and Universities, Washington, D.C.; Kentucky State Univ., Frankfort.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Feb 89

NOTE- 58p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Black Colleges; *College Curriculum; *College Programs; Higher Education; *Liberal Arts; Literature; Mathematics; Models; Program Descriptions; Sciences; State Universities

IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Kentucky State University

The Whitney M. Young, Jr. College of Leadership Studies, described in this report, was established in 1983 as part of an effort to turn Kentucky State University into the state's leading small, liberal arts institution. The curriculum is based upon the "great books" model of St. John's College and other schools, with particular modifications and adaptations to make it suit the conditions of an historically black, public university recently moving toward fuller racial integration. The college offers an Associate of Arts degree and a Bachelor of Arts degree in Liberal Studies. The first 2 years of the required curriculum are so organized that a student who takes the mandated 48 semester credit hours thereby meets university liberal studies distribution requirements. Students are evaluated in terms of regular class participation, quality of papers submitted, and written and oral examinations, as well as a meeting each semester with a committee composed of all their teachers, from which a summary evaluation is written. The progression of the curriculum in literature, philosophy, Latin, Greek, math and science is described. After a decline in enrollment, enrollments in 1987 and 1988 were the largest ever. Work is underway on improving the seminar structure, and a need is seen to find ways to better relate course content to the life, world and experiences of young undergraduates. Administrative support is seen to be critical to program success. A report of the program review committee, two Notre Dame Liberal Studies programs, and a teacher-course evaluation form are appended. (KM)

ED 306 922 HE 022 648

Thompson, Alba G.; Thornton, Carol A.
A Model Program for Preparing Middle School Mathematics Teachers.
American Association of State Colleges and Universities, Washington, D.C.; Illinois State Univ., Normal. Dept. of Mathematics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 15 Jan 89
NOTE- 17p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
GRANT- TEI-8652037
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Mathematics Teachers; Models; *Preservice Teacher Education; Program Descriptions; *Secondary School Teachers; State Universities; Teacher Education Programs; Teacher Improvement; Undergraduate Study
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Illinois

State University

The Illinois State University Model Middle School Mathematics Program (MSMP) described in this report is an undergraduate program designed to prepare middle school mathematics teachers. Its goals include: providing them with a strong background in relevant and updated mathematical content; helping them develop skills in the use of constructivist methods of teaching mathematics; and educating them about current trends and issues in teaching and learning mathematics in general. The MSMP is embedded in a 4-year undergraduate program of studies currently in effect at the university for preparing middle school teachers. It has about 80 students enrolled, and it features a strong mathematics component including course work in geometry, abstract algebra, probability and statistics, basic components of calculus, and mathematical modeling. The coursework also addresses the needs of gifted and underachieving adolescents and the uses of technologies in teaching mathematics. Structured field experiences are interwoven throughout the program, including student teaching. A seminar addressing critical issues (e.g., women and minorities in math and math-related careers in business and industry) is offered concurrently with student teaching. The program is currently being piloted and data are being gathered for the summative evaluation on effectiveness. Two figures show the two components of evaluation design (participants' knowledge and competence and current validity and program impact). (SM)

ED 306 963 IR 052 748

Copyright Liability of States and the Eleventh Amendment. A Report of the Register of Copyrights.
Library of Congress, Washington, D.C. Copyright Office.
REPORT NO.- ISBN-0-8444-0618-X
PUB DATE- Jun 88
NOTE- 164p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Copyrights; *Court Doctrine; *Court Litigation; Federal Courts; *Federal Legislation; *Federal State Relationship; Local Government; *State Government
IDENTIFIERS- *Eleventh Amendment

This study examines the tension between federal copyright law, which is exclusively enforced for federal courts, and the Eleventh Amendment, which generally prohibits federal courts from entertaining citizen suits brought against a state. The first of four parts of the report describes recent court decisions on copyright infringement by states which prompted the request for the Copyright Office to conduct this study. The second part describes the materials in 44 public comments received in response to a Copyright Office Request for Information on states' immunity from suit for money damages in copyright infringement cases that was published in the Federal Register. The legal interpretation of the Eleventh Amendment, which makes up the major part of the report, is presented in the third part. This interpretation is divided into three subsections: the historic development of Eleventh Amendment law; the Eleventh Amendment in the twentieth century; and application of the Eleventh Amendment in copyright infringement suits against the states. In the fourth part, it is concluded that, although Congress intended to hold states responsible under federal copyright law, the present state of the law will not be sufficiently clear on how the appropriate remedy against states can and will be secured for copyright owners until certain points of law have been decided in currently pending litigation. Appended materials include a copy of the Request for Information, a discussion of the English common law concept of sovereign immunity, and a Congressional Research Service report on the waiver of Eleventh Amendment immunity in individual states. (EW)

ED 306 989 JC 890 235

Starks, Gretchen

Perceptions of Writing by Exceptional Cases of Adult Returning Women in a Rural Community College: Differences between Persisters and Leavers.

PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Adult Students; Community Colleges; *Dropouts; *Enrollment Influences; *Females; Performance Factors; *Reentry Students; Student Attitudes; Student Attrition; Student Reaction; Two Year Colleges; *Writing Apprehension; *Writing Exercises

A study was conducted at a rural community college to explore the process by which adult women who had returned to college decided whether to persist or drop out. In-depth interviews were conducted with 17 women who had been identified as exceptional in that they either persisted and graduated even though they had been initially identified as "high risk" (N=9) or voluntarily withdrew in spite of an initial identification as "low risk." One of the recurring themes in their interviews involved writing and writing assignments as part of their college experience. The institutional persisters indicated that writing assignments requiring them to explore their feelings, goals, and thoughts had a positive influence on them. These assignments gave them an opportunity to analyze their reasons for attending college and boosted their self-confidence. For the persisters, courses requiring writing assignments were also positive experiences, especially when class assignments required students to interview others, research topics, discuss self-awareness, and articulate their goals. The leavers, on the other hand, reported difficulty in writing certain types of papers and felt writing was a barrier to their continued enrollment in college. (ALB)

ED 307 015 JC 890 267

Toward a New Diversity: Guidelines for a Staff Diversity/Affirmative Action Plan.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Jun 89
NOTE- 46p.; For a discussion draft of this document, see ED 302 301.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Affirmative Action; *College Faculty; *College Planning; Community Colleges; Disabilities; *Employment Practices; *Faculty Integration; Faculty Recruitment; *Minority Groups; Personnel Integration; Policy Formation; Program Development; Sex Discrimination; Sex Fairness; Statewide Planning; Two Year Colleges; Veterans
IDENTIFIERS- *California

These guidelines for California's community colleges specify required elements of a staff diversity/affirmative action plan, recommend sound practices and activities that will maximize the likelihood of success, and provide information on, and required elements of, related issues such as sexual harassment, handicap discrimination, and AIDS in the workplace. The guidelines are divided into four sections. The first of these sections identifies required and recommended roles and responsibilities of the state chancellor's office, local governing boards, college chief executive officers, staff diversity/affirmative action officers and advisory committees, and faculty and staff. The second section presents required and recommended elements for formal institutional policy statements on staff diversity and affirmative action, and provides a sample statement. The third section outlines the operational components of a staff diversity plan, including a workforce analysis, faculty/staff in-service training, employment procedures, complaint procedures, corrective action, plan revision and dissemination, and concerns about the campus environment. A chart is provided which lists, for each of the components, its purpose, steps to achieve that purpose, legal authorization, evaluation standards, responsibility, and resources for assistance. Finally, a checklist of elements required for the statewide staff diversity/affirmative action audit is presented. (JMC)

ED 307 044 PS 017 989

Gersten, Russell
Content and Orientation of Kindergarten Curriculum for At-Risk Students.
PUB DATE- Mar 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Developmental Programs; Early Childhood Education; Economically Disadvantaged; Elementary School Curriculum; *High Risk Students; *Kindergarten; Literature Reviews; Primary Education; Program Descriptions; *Program Effectiveness; Reading Instruction
IDENTIFIERS- *Academic Orientation; Project Follow Through

The first major objective of this paper is to describe in some detail the research that documents the proposition that even extremely disadvantaged 5-year-olds can be taught to read in kindergarten, and that, contrary to popular belief, there is no evidence of negative side effects from such teaching. The paper also describes an effective academic component of a kindergarten in order to provide a standard by which early childhood educators can assess the productivity of an academic component and its sensitivity to students' needs. It is argued that kindergarten programs should contain an academic component coupled with a range of other developmentally appropriate activities and projects. The paper covers misconceptions about academic kindergarten, conceptions of an academic program, components of the academic kindergarten in Project Follow Through, relevant research, factors contributing to program success, systematic transition from preschool to elementary school, unique features of the curriculum, highly interactive teaching strategies, and teacher training and the evolution of teacher attitudes. It is concluded that results of the studies reviewed indicate that reading can be taught to virtually all kindergarten students, regardless of their scores on readiness tests or the limitations of their home backgrounds. (RH)

ED 307 087 RC 017 074

Thompson, David C.; And Others
Finance, Facilities, and Equity: Emerging Concerns for the Future.
PUB DATE- Sep 88
NOTE- 22p.; Paper presented at the National Rural Education Research Forum (Bismarck, ND, September 23-24, 1988) and at the National Rural Education Association Convention (Bismarck, ND, September 24-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Educational Finance; Equal Education; *Facility Improvement; Legal Responsibility; *School Funds; *State Aid; State School District Relationship; Statewide Planning
IDENTIFIERS- *Kansas

Interest in general school finance reform escalated in the 1970s, with many court decisions ruling state educational finance systems unconstitutional because of extreme variations in local wealth. Many state systems of educational financing were realigned. While the remedies utilized generally served to placate reformers, a resurgence of challenges to finance schemes is becoming evident. The potential for lawsuits involving facility funding appears strong, with a growing concern that equality of opportunity may be affected by bricks and mortar. Research addressing the issues surrounding financing facilities in the state of Kansas examines the following: (1) determining the sources of concern and the associated legal issues; (2) assessing other states' handling of the issues; (3) ascertaining the dimensions and effects of the problem in Kansas; (4) determining whether the problem is generic to the state or just a rural-urban difference; and (5) establishing whether or not there is a connection between educational facilities and the quality of educational programs. The following are conclusions and recommendations for the state of Kansas: (1) adopt a mechanism for granting true aid for facility construction and maintenance; (2) adopt an aid formula similar to those in other states; (3) allow for a high level of state participation; (4) consider current local effort; (5) provide for continual local incentive and local control; (6) provide funding for existing debt reduction; (7) prioritize the needs statewide; (8) identify cost projections; and (9) establish two operational funds for assistance to local school districts, one for critical needs and one for long-range plans. The research suggests that there is a potential for state liability if court trends develop as indicated. Contains 30 references. (ALL)

Crawley, Frank E.

Institute in Physical Science. A Category 1 Spring and Summer Inservice Program for Elementary and Secondary Teachers of Physical Science in the Austin Metropolitan Community. Austin, Texas.

Texas Univ., Austin. Science Education Center.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Nov 87
NOTE- 25p.; Submitted to the Texas Higher Education Coordinating Board. For related documents see SE 050 580-582.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; Elementary Secondary Education; *Inservice Teacher Education; *Physical Sciences; Physics; Science Activities; Science and Society; Science Programs; Science Teachers; Scientific Concepts; *Scientific Literacy; *Secondary School Science; *Summer Science Programs; Technology

The Institute in Physical Science was developed to address the need for updated information and training in physics, chemistry, and technology among teachers of physical science. Five major objectives addressed were to: (1) improve physical science teachers' understanding of fundamental concepts in physics and chemistry; (2) provide physical science teachers with training in the use of the essential elements to teach introductory physics and chemistry concepts included in the physical science course; (3) update teacher's knowledge of recent research findings in physics, chemistry, and science education; (4) inform teachers of the recent research development and manufacturing activities of major science/technology manufacturers located in the Austin metropolitan community; and (5) develop "Physical Science Factsheets" for teachers to use when teaching physical science. The report includes a description of the operation of the project and an evaluation of its effectiveness. Eleven teachers enrolled in the spring program, while 25 teachers were enrolled in the summer program. Courses included Concepts in Chemistry; Concepts in Physics; and Frontiers in Physical Science. Program evaluation data show the participants reported to have achieved, in their opinion, each of its four objectives. (MVL)

ED 306 934 IR 013 644

McCoy, Leah P.; Kreiger, Lisa W.

Animation in Logo: A Reinforcement Activity.

PUB DATE- May 88
NOTE- 9p.; Paper presented at the Great Lakes/East Coast Logo Conference (Cleveland, OH, May 6-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; *Computer Software; Elementary Secondary Education; Higher Education; Microcomputers; *Problem Solving; *Programing; *Reinforcement
IDENTIFIERS- *Iterative Methods; *LOGO Programing Language

This reinforcement activity has been used by students from the elementary school level to the graduate school level who possess intermediate level ability in programming Logo. The activity, which consists of writing Logo programs that animate an object, can have several positive effects as it: (1) helps develop problem-solving skills; (2) encourages students to work together and share ideas; (3) can motivate accelerated students; and (4) offers excellent practice in use of variables, procedures, conditionals, and iteration/recursion. While the six sample procedures included for animated Logo are written for LogoWriter, they can be easily adapted to other versions of Logo. (CGD)

ED 306 777 FL 017 981

Jordens, Peter
Linguistic Knowledge in Second Language Acquisition.
PUB DATE- Feb 89
NOTE- 12p.; Paper presented at the Annual Second Language Research Forum (9th, Los Angeles, CA, February 23-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; Comparative Analysis; Contrastive Linguistics; Dutch; English (Second Language); German; *Grammar; *Language Universals; *Second Language Learning

The experimental research of two linguists studying the grammaticality judgments of second language learners, in which the researchers tried to find evidence that second language learners can discriminate between grammatical and ungrammatical sentences on principles of universal grammar, is examined and compared with the results of studies arguing that second language learners do not have access to the principles of universal grammar. Examples are drawn from the language of Dutch and German learners of English. It is concluded that second language learners asked to give linguistic judgments will use all available sources of linguistic knowledge, including native-language intuitions and second-language knowledge, and that ungrammaticality can be identified without having to recur to either negative evidence or universal grammar. (MSE)

ED 306 825 HE 022 487

Caldwell, Roger L.
Strategic Planning and the Arizona Universities.
Arizona Board of Regents, Phoenix.
PUB DATE- Nov 88
NOTE- 37p.; In "The Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness. Final Report and Working Papers." Volume Two. For Volumes One and Two, see HE 022 446-447. For individual working papers, see HE 022 448-480 and HE 022 482-501.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Competition; *Educational Change; Educational Planning; Educational Quality; Efficiency; Excellence in Education; Higher Education; Long Range Planning; Public Colleges; *State Universities; *Statewide Planning
IDENTIFIERS- *Arizona; Arizona State University; Arizona Task Force on Excellence Efficiency Compet; Northern Arizona University; *Strategic Planning; University of Arizona

One of the working papers in the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency and Competitiveness, this document focuses on the normal and documented activities that could be described as leading to strategic choices and implementation efforts in the Arizona universities. The strategic planning literature is discussed in an effort to compare the Arizona process to that of other universities. A brief review of the changing activities of the universities is listed to place the need for change in perspective. The Arizona universities have changed significantly in the relatively recent past, and the timing for such a planned process is excellent, with the maturing of the universities and the anticipated changes in the external environment occurring at about the same time. Two sections focus on the following: (1) strategic planning issues; Arizona universities' planning activities; relevant planning reports; current planning process; current status of planning documents; strategic plan and action plan; special concerns to address by a strategic plan; planning pitfalls; and approaches to coordinated planning; and (2) background: universities in transition; sharing an academic strategy; description of selected planning processes for other universities; content of a typical strategic planning process; specific content guidelines; mission statement guidelines; description of Arizona Board of Regents universities planning process 1977-1988; and the future needs of the state committees. Contains 18 references. (SM)

Degree Program in Applied Sociology/Anthropology.

American Association of State Colleges and Universities, Washington, D.C.; Northern Kentucky Univ., Highland Heights.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 51p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anthropology; *Bachelors Degrees; College Curriculum; *College Programs; Contracts; Experiential Learning; Higher Education; Interdisciplinary Approach; Liberal Arts; Models; Performance Contracts; Practicums; Program Descriptions; Questionnaires; *Research Skills; Social Sciences; *Sociology; State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; *Northern Kentucky University

The Northern Kentucky University Bachelor of Science in Applied Sociology and Anthropology (ASAN), which is described in this report, involves a strong liberal arts background combined with a thorough preparation in social science research skills. ASAN students take introductory and basic methods courses in sociology and anthropology, applied courses in one of the two disciplines, individually selected content courses in particular topics area, and selected courses that help develop useful skills in applied careers. The capstone of the program is the practicum, a supervised, hands-on experience in gathering, analyzing and reporting information requested by a community-based client. This interdisciplinary undergraduate curriculum is designed to provide students with the breadth of understanding, the technical skills, and the experience necessary to pursue careers in an increasingly information-based society. A student handbook for the program, which includes course descriptions, forms relating to the practicum (including the practicum contract), and brief resumes of individual faculty members. Letters supporting the program are also appended. (KM)

ED 307 029 PS 017 939

Try Caring...For a Living. Wisconsin Child Care Improvement Project Child Care Administration Series.
Wisconsin Child Care Improvement Project, Hayward.; Wisconsin Early Childhood Association, Madison.
SPONS. AGENCY- Bremer (Otto) Foundation, St. Paul, Minn.; Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- 89
NOTE- 65p.; For related publications, see PS 017 937-941.
AVAILABLE FROM- Wisconsin Child Care Improvement Project, P.O. Box 369, Hayward, WI 54843 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; *Day Care; Early Childhood Education; Family Day Care; Guidelines; *Program Implementation
IDENTIFIERS- Fact Sheets; *Wisconsin Child Care Improvement Project

A collection of 26 fact sheets on child care administration produced by the Wisconsin Child Care Improvement Project from 1986 through 1989 is presented. Individual fact sheets concern: national trends, center start-up, family day care start-up, site and facility acquisition, public funding, effective center operation, reporting of child abuse and neglect, development of a media plan, supervision, day care regulations, private funding resources, employer options for supporting working families, elements of quality, child care for ill children, school-age child care, background information to use in writing about child care, liability insurance, family day care taxes, nondiscrimination in staff hiring, organizational skills for family day care, record keeping, promotion of an early childhood program in the community, legal issues, planning for program stability, and budget preparation. (RH)

ED 307 060 PS 018 012

Winegar, Lucien T.
Child as Cultural Apprentice.
PUB DATE- Apr 89
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Cognitive Development; Developmental Psychology; *Heuristics; Individual Characteristics; *Individual Development; *Metaphors; Research Design; *Social Influences
IDENTIFIERS- *Cultural Apprentice; *Developmental Theory; Interdependence; Theoretical Analysis

"Child as cultural apprentice" is a developmental psychologist's heuristic metaphor which is embedded in an individual-socioecological frame of reference. A basic theoretic feature of this metaphor is the explicit recognition of the interdependence of the process of child development and the socially provided resources for that development. The most important methodological implication of this way of viewing the child is the following: that which is potential in development will be expressed as actual under certain circumstances before it will be expressed more usually and generally. Cognitive performance in interaction with more expert others is one context in which the beginning phases of development can be observed and studied; fantasy play, organization of the child's physical environment, and friendship may be others. Child as cultural apprentice is a multifaceted representation of children's development within culturally structured environments. However, this representation is guided by a limited number of constructs, such as internalization, potential leading to actual, and interpsychological leading to intrapsychological. It is this use of a limited number of constructs enabling the representation of complex aspects of development that makes viewing the child as cultural apprentice especially valuable for developmental psychology. (Author/RH)

ED 307 113 SE 050 559

Moyer, Kim
State Initiatives To Improve Science and Mathematics Education.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Sep 87
NOTE- 246p.
GRANT- SPA-865-00-60
AVAILABLE FROM- ECS Distribution Center, 1860 Lincoln Street, Denver, CO 80295 ($15.00, No. SM-87-1).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Mathematics Education; Mathematics Teachers; *National Surveys; *Science Curriculum; *Science Education; Science Teachers; State Programs; *State Standards; Student Evaluation; Trend Analysis

This 50-state survey of state policies and initiatives related to mathematics and science education is part of a larger study analyzing the impact of state policies in these states on science instruction in school districts. The purpose of this survey was to identify current state initiatives and policies affecting science and mathematics education in grades K-12 in the 50 states. Information was collected on curriculum guides, graduation requirements, time requirements, special schools or programs, student recognition programs, student assessment, teacher certification and training, funding, serving underrepresented groups and state trends and issues. Survey information was collected from state department of education science and mathematics supervisors or their designee in 50 states, the District of Columbia, and American Samoa. The name, address and telephone number of state contacts appear in the appendices. An overview and highlights of state activities precedes the state-by-state survey information. (CW)

DOCUMENT RESUME

ED 307 128 SE 050 582

Crawley, Frank E.
Summer Institute in Science. A Category 1 Summer Inservice Program for Elementary and Secondary Teachers of Science in the State of Texas.
Texas Univ., Austin. Science Education Center.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 18 Nov 86
NOTE- 19p.; Submitted to the Coordinating Board of the Texas College and University System. For related documents, see SE 050 580-581.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; *Elementary School Science; Elementary Secondary Education; *Inservice Teacher Education; *Physical Sciences; Physics; Science Activities; Science and Society; Science Programs; Science Teachers; Scientific Concepts; *Scientific Literacy; *Secondary School Science; *Summer Science Programs; Technology

The Summer Institute in Science was developed to address the need for updated information and training in physics, chemistry, and technology among elementary and secondary teachers. Three major objectives addressed were to: (1) improve teachers' understanding of basic concepts in the subject field; (2) provide teachers with training in the use of the essential elements to teach basic concepts in the subject field(s) of study; and (3) update teachers knowledge in their subject field(s) of study. The report includes a description of the operation of the project and an evaluation of its effectiveness. Sixty-seven teachers enrolled in the summer program. Courses were offered in earth science, general science, life science, chemistry, and physics. Evidence indicated that the program was successful in meeting its objectives. (MVL)

DOCUMENT RESUME

ED 307 143 SE 050 599

Loving, Cathleen
Current Models in Philosophy of Science: Their Place in Science Teacher Education.
PUB DATE- 89
NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Educational Research; Epistemology; Higher Education; *Methods Courses; Methods Teachers; Philosophy; *Preservice Teacher Education; Science History; *Science Teachers; *Teacher Education; *Teacher Education Curriculum; Teacher Education Programs; Teacher Educators; Teacher Effectiveness

Many believe that whether teachers teach students to "do" science, teach about science, or teach about technology instead, science teachers should be as culturally literate about science as possible. Also, it is believed that a philosophy of science course which uses history of science, some normative epistemologies, practical examples, and current post-modernist views could promote that cultural literacy. The purpose of this study is to explore the need for a historically vibrant philosophy of science course; evaluate the current status of such programs; and offer an initial framework to science teacher educators for a course in philosophy of science. As a result of a literature search, a 17-institution survey, and a methods texts evaluation, important questions in philosophy of science have emerged which need to be included in science teacher education programs. The final contribution in this study is a framework which begins to address specific important issues such as the nature of theories, the quality of explanations, and how various confirmatory techniques differ. The paper describes purpose, methods, results, and methods text evaluation, as well as a model or framework for philosophically valid questions about science. Appendices include a questionnaire, a list of institutions surveyed, the text of the qualitative evaluation, and 44 references. (RT)

DOCUMENT RESUME

ED 307 158 SE 050 628

Science Research in the Comprehensive University. Proceedings of the Conference (Long Beach, California, January 28-30, 1988).

American Association of State Colleges and Universities, Washington, D.C.; California State Univ., Long Beach. Office of the Chancellor.

SPONS. AGENCY- Research Corp., Tucson, AZ.
PUB DATE- 88
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *College Science; Higher Education; *Research Administration; *Research Problems; *Research Projects; Science Departments; *Scientific Research
IDENTIFIERS- *Comprehensive Universities

This booklet contains the proceedings of a conference designed to elicit discussion, reactions, comments, and recommendations with respect to the value, desirability, significance, and budgetary problems involved in carrying out scientific research programs at comprehensive universities (those having either no Doctor of Philosophy (Ph.D.) programs or a very limited one at best). The first part summarizes three breakout sessions focused on: (1) integrating research and teaching; (2) the long-term benefits of research at comprehensive universities; and (3) external and internal support for research at comprehensive universities. The next part summarizes six speeches related to the breakout sessions. The last section presents abstracts of 14 papers describing case studies of each comprehensive university. (YP)

DOCUMENT RESUME

ED 307 174 SO 019 642

Hepburn, Mary A.
I Get Deja Vu When I Read You, Mr. Hirsch.
PUB DATE- 23 Jul 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Binghamton, NY, July 21-23, 1988).
AVAILABLE FROM- Mary A. Hepburn, Carl Vinson Institute of Government, Terrell Hall, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Back to Basics; *Basic Skills; Core Curriculum; *Curriculum Design; Curriculum Evaluation; *Educational Objectives; Elementary Secondary Education; Learning Processes; Mass Media Effects; *Social Studies
IDENTIFIERS- *Cultural Literacy; Dewey (John); *Hirsch (E D); Washburne (Carleton Wolsey)

In each era of curriculum reform the prevailing perceptions of what the school curriculum must accomplish define the standard of cultural literacy for our society. E. D. Hirsch believes that contemporary youth lack cultural literacy and that without this knowledge of the fundamental facts of U.S. culture they cannot effectively read or communicate, be informed citizens, or do their jobs well. Hirsch calls for a curriculum based on a list of approximately 5,000 bits of information commonly understood by all literate citizens. However, his list of facts for the 1980s is based only on the judgement of a few professors and is biased towards western academic culture. Carleton Washburne had already developed a similar idea in the 1920s. By arduously examining the literature of 1905-1922, a group of educators developed a list of over 61,000 facts upon which a balanced education that included reflective thinking and application could be based. While Hirsch's list is static and unlikely to provide education for the future, Washburne's proposal reveals a greater sensitivity to a changing or dynamic cultural composition by including methods for updating data. (PPB)

DOCUMENT RESUME

ED 307 188 SO 019 887

Leming, James S.
Paradox and Promise in Citizenship Education: A Reaction to Butts and Hartoonian.
PUB DATE- 7 Oct 88
NOTE- 20p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, SO 019 886 and SO 019 895-898.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Child Development; *Citizenship; *Citizenship Education; *Civics; Democracy; *Democratic Values; Elementary Secondary Education; Personal Autonomy; *Role of Education; Social Values

The basic paradox of citizenship education in the United States is that the first steps toward the rational, autonomous, critical-minded citizen required by a democracy are necessarily non-rational and based on an unquestioned deference to authority. The movement from the morality of authority to the morality of principle constitutes the challenge of citizenship education. It is in the period of adolescence that there exists a critical opportunity for the bridging of these two moralities. At some point in the maturation process of the individual, obedience to parent/teacher authority is tempered by the influence of a variety of social groups, and eventually the individual develops a sense of autonomy and allegiance to self-chosen principles. Citizenship education must not teach phoney concepts, or inadequately explain the meanings of terms such as rights. It should not be assumed that the value content of the curriculum is necessarily the value content learned by the students. It is also important to realize that by asking students to critically question society's realization of democratic values before they have internalized solid foundations for those values, they may cast those values aside when they find they are unable to resolve ambiguous or controversial value problems. A set of core values that are developmentally appropriate and lend themselves to application in concrete situations should rest at the heart of the civics curriculum. This curriculum should demand a high degree of student involvement, with personal significance to the students. It is extremely important to realize that at the level of the early adolescent, the goal of citizenship education is to assist in that long journey towards citizenship, not to immediately fabricate model citizens. Twenty-two references are included. (PPB)

DOCUMENT RESUME

ED 307 203 SO 019 943

Newmann, Fred M.
Citizenship Education in the United States: A Statement of Needs.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 9p.; Paper presented at the National Conference on Civic Renewal (Boston, MA, November 15-17, 1987).
GRANT- G0008690007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizen Role; *Citizenship Education; Citizenship Responsibility; Civics; Democracy; Democratic Values; Educational Change; *Educational Improvement; Elementary Secondary Education; *Experiential Learning; Social Studies; *Student Participation; Teacher Participation; United States Government (Course)

Informed observers, from the political right to the left, believe that citizen education requires reform. While its effects on public life may be unclear, democratic theory insists that education is required as a condition of democracy itself. Most often, students are given information about the founding of the government, its structure, and due process of law. Reformers advocate instruction concentrated on moral reasoning, public controversy, global interdependence, and cultural pluralism. Student participation in community service, political action, and school governance have also been proposed. Both mainstream and reform programs have failed because (1) citizen education receives low priority, (2) the curriculum offers inadequate attention to issues central to democratic citizenship, and (3) reform plans have not included teachers in the planning process. This analysis addresses the central issues neglected in both traditional and reform programs. Three orientations of citizenship education are discussed: cultural induction, emancipation, and the hidden curriculum of cynical realism. Thoughtful citizens need help dealing with the following issues: pluralism, distributive justice, individual interests and collective responsibility, and meaningful participation. Direct experience is necessary to motivate students and maximize retention and transfer, and participation is also a valuable source of citizenship knowledge. Reform initiatives should include teachers and must address those fundamental issues of modern U.S. citizenship that are neglected in educational programs. Education must rely on direct student experience and concentrate on issues such as pluralism, distributive justice, and meaningful participation. (GEA)

DOCUMENT RESUME

ED 307 217 SO 020 107

Cole, Donald B.; Pressly, Thomas
Preparation of Secondary-School History Teachers. Third Edition Revised.
American Historical Association, Washington, DC. Teaching Div.
REPORT NO.- ISBN-0-87229-025-5
PUB DATE- 83
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Improvement; General Education; Higher Education; *History Instruction; Masters Degrees; *Preservice Teacher Education; Secondary Education; *Secondary School Teachers; Social Studies; Teacher Education Curriculum; *Teacher Education Programs; *Teacher Qualifications

This document is addressed to individuals concerned with the preparation of history teachers at the secondary-school level. The role of history is to provide a critical approach to the past, not simply to store and transmit the data society wants remembered. In order to produce effective teachers, a program of preparation depends, in part, upon the selection of individuals who possess the intellectual potential for becoming good history teachers. High school and college teachers should play a more active role in encouraging some individuals to become teachers while discouraging others. A model four-year undergraduate program for the preparation of secondary-school history teachers is suggested. A teacher's general educational background, approximately one-third of the program, should include courses in the general areas of language, literature, the arts, philosophy, mathematics, natural science, history, religion, social and behavioral science. Studies in history and closely-related disciplines should comprise about one-half of the program. It is recommended that a prospective history teacher take an undergraduate major in history. He/she should take at least 27 semester hours in subjects closely related to history, preferably concentrated in one humanistic and one social or behavioral science discipline. Several conceptions of teacher training are discussed as the final one-sixth component of the program. Ideally, teacher education should be spread over five years in programs such as a Master of Arts in Teaching program. Supplementary programs of preparation are discussed and cooperation/coordination of effort between secondary and college history teachers is recommended. (GEA)

DOCUMENT RESUME

ED 307 232 SP 031 135

Bridges to Strength: The TEA-AEL Beginning Teacher's Handbook.
Appalachia Educational Lab., Charleston, W. Va.; Tennessee Education Association, Nashville.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; Instructional Materials; Parent Teacher Cooperation; *Recordkeeping; *Stress Management; Teacher Student Relationship; *Time Management

This handbook addresses the concerns and needs of beginning teachers in the sequence in which they often arise. The first two sections offer a checklist of things to attend to before the beginning of school, tips on the physical and visual classroom environment, a supplies checklist, and suggestions ranging from organizing the classroom and making smooth transitions to the plan for the first day teaching. Classroom management is the focus to the next section that includes sample rules for various grade levels and hints for effective time management. The next section offers suggestions on coping with stress, provides guidance for preparation for a substitute teacher, and presents recommendations for effective parent conferences. Policy and procedural information is provided next, followed by information on the development of study groups for assisting educators in conducting/using research. A final section on resources and references includes classroom management and instructional strategy publications as well as additional resources developed for the beginning teachers and their mentors. (JD)

DOCUMENT RESUME

ED 307 246 SP 031 157

Bain, Helen; And Others

A Study of Fifty Effective Teachers Whose Class Average Gain Scores Ranked in the Top 15% of Each of Four School Types in Project STAR.

PUB DATE- 29 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Class Size; Instructional Materials; *Learning Strategies; Primary Education; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Project STAR

The teaching practices, the materials used, and professional and personal characteristics of 49 effective teachers were studied to determine what effective teachers do to promote learning in reading and mathematics. The students of the selected teachers ranked in the top 15 percent of scaled score average gains in reading and mathematics. A variety of instructional planning activities, teaching strategies, and materials were found in common. The teachers: (1) had high expectations for student learning; (2) provided clear and focused instruction; (3) closely monitored student learning progress; (4) retaught, using alternative strategies when children didn't learn; (5) used incentives and rewards; (6) were highly efficient in their classroom routines; (7) set and enforced high standards for classroom behavior; and (8) maintained excellent personal interactions with their students. Effective teachers, for the most part, had classes substantially reduced in size or had the use of aides. Only seven of the effective teachers had large classes. These teachers, who demonstrated excellent organizational skills, had almost two hours more teaching time per week for both mathematics and reading than the other 85 percent of teachers. (JD)

DOCUMENT RESUME

ED 307 262 SP 031 183

Public Health Education in Florida.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 19 Jan 89
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; Allied Health Personnel; Health Education; *Health Occupations; Health Promotion; *Health Services; *Occupational Safety and Health; Professional Education; *Public Health
IDENTIFIERS- *Florida

This report documents issues related to the work of the Florida Comprehensive Health Professions Education Plan. Public health education prepares students for initial employment or advancement in a number of positions. While the public health work force is primarily employed in various units in local, state, and federal governments, industry also depends on public health programs in such areas as industrial hygiene, occupational safety, and health and environmental toxicology. Professional public health personnel include statisticians; epidemiologists; general and specialized environmental and occupational health personnel; public health physicians, dentists, nurses, and veterinarians; health educators, nutritionists, laboratory scientists, administrators for health agencies, hospitals, health maintenance organizations (HMOs), and nursing homes or long-term care facilities; health planners; and policy analysts. The issues addressed in this report focus on education/government collaboration, public health manpower, program access, minority participation, and research in public health. (JD)

DOCUMENT RESUME

ED 307 278 TM 013 200

Vancouver, Jeffrey B.; And Others
Determination of Validity and Bias in the Use of GPA and MCAT in the Selection of Medical School Students.
PUB DATE- Mar 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Admission Criteria; Ethnic Groups; *Grade Point Average; Higher Education; Medical Schools; *Medical Students; Minority Groups; Multiple Regression Analysis; *Predictive Validity; *Selective Admission; *Test Bias; Test Validity
IDENTIFIERS- Majority Groups; *Medical College Admission Test; National Board of Medical Examiners

The ability of the Medical College Admissions Test (MCAT) and undergraduate grade point average (GPA) to predict success in medical school was studied, and two complementary methods of determining if the tests are biased against ethnic groups were examined. Data from 497 majority and 82 minority medical students at the College of Human Medicine at Michigan State University (East Lansing) over a 6-year period were used to test for predictive validity and differential prediction. Majority status was defined as all other groups except Black, Mexican American, Mainland Puerto Rican, and Native American. The National Board of Medical Examiners Part I (NBME-I) examination was used as a measure of student performance in medical school. Science GPA and a composite MCAT score (the biology, chemistry, physics, reading, and quantitative subtests) were evaluated as predictors. Moderated multiple regression and the Cleary model (Cleary, 1968) were used to determine whether test bias was present in science GPA or MCAT scores. The interaction of ethnicity with the predictors was also evaluated. Both the science GPA and the composite MCAT scores were valid and predictive of success in medical school as measured by the NBME-I. Both were equally valid for minority and majority groups. There were significant mean differences between the groups, but ethnicity did not affect the meaning of the scores in terms of predicting success on the NBME-I. Moderated multiple regression was the more sensitive measure of differential validity; the Cleary model can confirm results of a moderated multiple regression equation. (SLD)

DOCUMENT RESUME

ED 307 291 TM 013 284

Anderson, Ronald W.
The Effects of Group-Based Mastery Learning and Enhanced Cognitive Entry Behaviors on Algebra Achievement.
PUB DATE- Mar 89
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Effect Size; Grade 9; *Group Instruction; High School Freshmen; Instructional Effectiveness; *Mastery Learning; *Mathematics Achievement; Mathematics Tests; *Norm Referenced Tests; Secondary Education; Secondary School Students; Standardized Tests; *Teacher Made Tests
IDENTIFIERS- *Cognitive Entry Behaviors

This quasi-experiment was designed to assess Robert Slavin's challenge to research on the effects of mastery learning on student achievement in algebra. Focus was on determining if there would be a difference in mathematics achievement between an experimental group (EG) of students whose initial cognitive entry skills were enhanced and who were subsequently taught under mastery learning conditions and a control group (CG) of similar students who were taught by conventional instruction. Applying stringent criteria for internal and external validity, Slavin's literature analysis using the technique of best evidence synthesis found only moderately positive effects of mastery learning on experimenter-made tests and virtually no evidence to support the effectiveness of mastery learning on standardized tests. In the present study, there were two EG classes (morning and afternoon) of ninth grade algebra I students (n=46) and two CG classes (morning and afternoon) of ninth graders (n=40). The subject groups were equivalent in mathematics achievement at the beginning of the experiment. All groups were administered the Orleans-Hanna Algebra Prognosis Test during the first few days of the experiment. The prerequisite mathematics skills of the EG students were remediated during the first week of the experiment. The EGs were taught for 18 weeks under mastery learning conditions. The CGs received traditional instruction for 18 weeks. During the final week of the experiment, all groups were given a teacher-made test and a standardized, norm-referenced test--the Step III Algebra End-of-Course Test. Teacher-made test results support Slavin's conclusions, while standardized test results indicate differences that exceed the range of effect sizes reported by Slavin. Results also show that more time was required in the morning class to remediate deficiencies in prescribed skills, and more time was available for enrichment activities in the afternoon classes. (TJH)

DOCUMENT RESUME

ED 307 304 TM 013 336

Heine, David A.
Learning as a Social/Semiotic Process.
PUB DATE- Mar 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Educational Sociology; Epistemology; Interpersonal Relationship; Knowledge Level; Language Patterns; Learning Processes; *Learning Theories; *Perception; Psychological Patterns; *Semiotics; *Social Development; Sociology
IDENTIFIERS- Process Models

A theory of learning based on recent insights from sociology and semiotics is explicated. Building on the work of Vygotsky, Dewey, Halliday, Barnes, Deely, Eisner, and others, this sociosemiotic model of learning is used as a frame of reference for thinking about the process by which texts are created from sensation. It is argued that the process by which learners come to make sense of their world is virtually the same for all learners. The essential nature of the social dimension of learning must be recognized. The story of two boys learning by watching a spider illustrates that learning is a social and psychological semiotic process. The process by which sensation, context, foreground, text, and data pool interact is psychological; and this process allows people to interact as members of a social community. While the apparatus for cognition is psychological, the substance of the process (the data perceived and the texts created) is sociological. A social theory of learning posits that knowledge is a construction of beliefs derived from the learner's active participation within a social community. Knowledge is based in part on empirical observation, but sense is made of what is perceived through the learner's active search for patterns of understanding, using present needs and past experiences. Eleven flowcharts illustrate the relationships among aspects of knowledge and learning. (SLD)

DOCUMENT RESUME

ED 307 317 TM 013 447

Murphy, Christine A.; And Others
Assessment of Computer Self-Efficacy: Instrument Development and Validation.
PUB DATE- Apr 88
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Vocational Education; *Computer Literacy; *Construct Validity; Graduate Students; Higher Education; Likert Scales; Nurse Practitioners; Predictive Validity; *Rating Scales; *Self Efficacy; Self Evaluation (Individuals); Sex Differences; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Computer Self Efficacy Scale

A 32-item Computer Self-Efficacy Scale (CSE) was developed to measure perceptions of capability regarding specific computer-related knowledge and skills. Bandura's theory of self-efficacy (1986) and Schunk's model of classroom learning (1985) guided the development of the CSE. Each of the skill-related items is preceded by the phrase "I feel confident." A five-point Likert-style response format was used. Data from 414 subjects who were learning to use computers in three settings were used to conduct analyses for assessing the reliability and construct validity of the instrument. The subjects included graduate students, adult vocational students, and nurses. Data were collected on beginning level self-efficacy, advanced level self-efficacy, mainframe self-efficacy, and willingness to exert effort. A principal factor analysis with oblique rotation produced a conceptually meaningful three-factor solution with high alpha reliabilities. Additional analyses provided some support for the theoretical propositions of self-efficacy, but suggested that the males and females in this study differed in judgments of their computer capability. Research using actual measures or observations of performance, effort expenditure, and persistence are needed to continue the exploration of the predictive validity of the three types of efficacy judgments generated by the CSE. Nine tables and one flowchart are included. (TJH)

DOCUMENT RESUME

ED 307 330 TM 013 491

Brady, Leslie F. Johnson
Obtaining a 90% Response Rate in Survey Research through Dillman's Total Design Method.
PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Mail Surveys; *Principals; *Research Methodology; School Surveys; Secondary Education; *Testing Problems
IDENTIFIERS- *Response Rates (Questionnaires); Total Design Method (Dilman)

An ex post facto study involving a survey of exceptionally good and exceptionally problematic principals of Ohio secondary schools was undertaken to assess a method of obtaining a high response rate. The sample included 50 subjects (31 principals of good schools and 19 principals of problem schools), representing 7% of the 720 secondary schools in the state. Using a classic reputational analysis, 10 experts nominated the subjects. Focus was on analyzing the reports of these principals regarding interactions with the external environment. The questionnaire, which was designed specifically for the study, was pilot tested via a mail survey and interviews. Questionnaire format is described in detail. The study used Dillman's Total Design Method for Mail Questionnaires, which is outlined briefly. Five contacts via the mail and telephone spanned 8 weeks, 4 days. Data were analyzed using discriminant analysis. A 90% response rate was achieved. The five letters used in association with the mail survey instrument are appended. (TJH)

DOCUMENT RESUME

ED 307 344 UD 026 724

Leonard, Paul A.
A Place to Call Home: The Crisis in Housing for the Poor. Buffalo, New York.
Center on Budget and Policy Priorities, Washington, DC.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Dec 88
NOTE- 53p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Economically Disadvantaged; *Family Characteristics; *Family Financial Resources; Government Role; Housing; Housing Deficiencies; *Housing Needs; *Low Income Groups; *Low Rent Housing; Poverty; Urban Areas; Urban Demography; Urban Problems; *Welfare Services
IDENTIFIERS- Housing Market; *New York (Buffalo); New York (Erie County); New York (Niagara Falls)

New data issued by the U.S. Bureau of the Census and the U.S. Department of Housing and Urban Development (HUD) show that most poor households in the Buffalo (New York) metropolitan area pay extremely large portions of their limited incomes for housing costs. Housing is considered affordable for a low-income household if it consumes no more than 30 percent of the household's income. Yet, nine out of every 10 poor renters and nearly half of all poor homeowners in Buffalo paid more than 30 percent of income for housing in 1984. The problems of finding affordable housing faced by the poor worsened appreciably from the mid-1970s to the mid-1980s in contrast to the housing burdens of more affluent households in the area. The poor were also more likely to live in substandard housing. The increase in the shortage of low-rent housing since 1976 can be attributed primarily to large declines in household incomes and modest increases in housing costs, particularly for black renters. Government assistance through subsidized housing programs is not available for most poor households, and benefit levels for cash assistance programs have declined sharply in New York State in recent years. Most national

analyses forecast that the gap between the number of low-income households and the number of units affordable by these households will grow substantially larger in the years ahead. Statistical data are included on three tables and 13 graphs. An explanation of the market-basket standard of affordability used by HUD is appended. (FMW)

DOCUMENT RESUME

ED 307 357   UD 026 775

Report on the Education of Homeless Children in Massachusetts.
Massachusetts State Dept. of Education, Boston.
PUB DATE- Dec 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Educational Needs; Elementary School Students; Elementary Secondary Education; *Enrollment; Family Characteristics; High School Students; *Homeless People; Information Needs; Student Needs; Student Records; Student Transportation; Surveys; Welfare Services
IDENTIFIERS- *Massachusetts; Stewart B McKinney Homeless Assistance Act 1987

This report on the educational needs of homeless children was prepared in compliance with Title VII-B of the Stewart B. McKinney Homeless Assistance Act. Surveys were carried out to determine the number and location of homeless students in the Commonwealth of Massachusetts and to assess their unique educational needs as the basis for formulating a state plan as required by the legislation. The report is divided into five sections. Section 1 is an introduction. Section 2 describes the methods used in data collection, summarizes data from local education agencies (LEAs), shelters, hotels/motels, and Massachusetts Department of Public Welfare, determines the total number of homeless students in Massachusetts, compares replies from the three surveyed sources, and presents data from interviews with homeless families. A total of 278 (92 percent) school districts responded, but only one-fifth of these reported being aware of homeless students in their district. Districts reported a total of 967 homeless children, the majority of whom were elementary school students. Section 3 analyzes the barriers homeless children face in receiving educational services in Massachusetts. Section 4 presents recommendations for alleviating these barriers. Recommendations are made in the following areas: (1) transportation; (2) transfer of student records; (3) interagency collaboration; (4) dissemination of information; and (5) inservice training for school and shelter personnel. Section 5 consists of appendixes containing the survey instruments and a glossary of terms. Data are presented on 10 tables and figures. (BJV)

DOCUMENT RESUME

ED 307 370 UD 026 797

Greer, Nora Richter
The Creation of Shelter.
American Inst. of Architects, Washington, D.C.
REPORT NO.- ISBN-1-55835-002-0
PUB DATE- 88
NOTE- 151p.; For related document, see UD 026 796.
AVAILABLE FROM- American Institute of Architects Order Dept., 9 Jay Gould Court, P.O. Box 753, Waldorf, MD 20601 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architecture; *Building Design; Case Studies; Economically Disadvantaged; *Homeless People; Housing; *Housing Needs; Human Services; Program Descriptions; Public Policy; *Residential Programs; *Urban Problems
IDENTIFIERS- American Institute of Architects; Community Design Centers; *Shelters; Single Room Occupancy

The American Institute of Architects (AIA) became involved in the problem of homelessness through the establishment of the Search for Shelter program, a collaboration with several other architectural organizations. The program, led by the AIA Housing Committee, sought solutions to the housing crisis through a series of workshops held around the country in 1987. This report gathers various responses from these first workshops. The first part of the report, comprised of 27 case studies, presents projects, solutions, and strategies resulting from these workshops, including: emergency shelter; transitional shelter; single room occupancy (SRO) units; other long-term housing; rural, low-cost housing; housing for the mentally ill; other special housing; an area-wide survey of shelter needs; a campaign to raise public awareness; a community center for the homeless; criteria to determine where to expand shelter facilities; a design competition. Each case study includes project descriptions, contacts, and sponsors and participants. The second part of the report on the creation of shelter, includes the following sections: (1) "No Place to Call Home"; (2) "Partnerships for Housing"; (3) "The Search for Shelter;" (4) "Low-Cost Housing Redefined"; and (5) "A Commitment to Caring." A bibliography of 26 references is appended, as well as case studies indexes by city and subject. (AF)

ED 307 129 SE 050 583

Tyler, Vicki, Ed.
Science Experiments on File. Experiments, Demonstrations and Projects for School and Home.
REPORT NO.- ISBN-0-8160-1888-X
PUB DATE- 30 Jan 89
NOTE- 286p.
AVAILABLE FROM- Facts on File, Inc., 460 Park Avenue S., New York, NY 10016 ($145.00, including looseleaf binder).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Astronomy; Biology; Botany; Chemistry; Earth Science; Ecology; *Experiential Learning; Geology; *Laboratory Experiments; *Laboratory Procedures; Motivation Techniques; Physics; *Science Activities; *Science Experiments; Science Instruction; Science Materials; Secondary Education; *Secondary School Science

This book, addressed to students for their independent use as well as to teachers as a supplement to the standard texts, contains nearly 100 practical science experiments that cover a wide range of subjects at different grade and ability levels. It is designed to involve students in active scientific experimentation, demonstrations, and projects for school and home. Each experiment provides safety precautions, an introduction, procedures, time and materials needed, data tables, and an analysis where applicable. Topics included are: (1) "Earth Science" (which covers such areas as acid rain, pollution, water currents, surface area and erosion, air movement, rocks, and the solar system); (2) "Biology" (covering the formation of a classification key, trees, insects, soil, tidal pools, ecological survey of a marsh, the effect of food supply on fruit fly density, and other topics); (3) "Physical Science/Chemistry" (including testing powers of observation, plant indicators for acids and bases, atmospheric pressure, and salts as neutralizers); and (4) "Physics" (including experiments with uniform motion, gravity, friction, sound waves, circuits, and plane mirrors). Following the experiments, a section called "Our Findings" supplies possible answers to questions cited in the activities, and this is followed by lists giving grade level, supervision required, setting (school or home), and number of participants for each experiment where relevant. Experiments that can be completed in less than an hour are also listed, as are sources for materials and supplies. A list of contributors and an index complete the document. (RT)

ED 307 144 SE 050 600

International Strategy for Action in the Field of Environmental Education and Training for the 1990s.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).; United Nations Environment Programme, Nairobi (Kenya).

PUB DATE- 88

NOTE- 26p.; Maps, drawings, and shaded areas may not reproduce well.

AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Developing Nations; *Environmental Education; *Global Approach; Higher Education; *International Cooperation; International Educational Exchange; *International Organizations; *International Programs; Natural Resources; Teacher Education

This document is the result of discussion, additions, amendments, and approval of a working document submitted for this purpose to the Unesco-UNEP (United Nations Environment Programme) International Congress on Environmental Education and Training (Moscow, USSR, August 1987). Part 1 seeks to highlight certain needs and priorities in respect to the development of environmental education and training as they emerge from the action taken in this field since the Intergovernmental Conference on Environmental Education (Tbilisi, USSR, 1977). Part 2 outlines an international strategy for action in the field of environmental education and training for the 1990s. The third chapter, which is the main part of the document, indicates specific international action in this field. The last chapter is structured around nine sections, each corresponding to an important aspect of environmental education and training or to particular forms or types of education and training considered in this context: access to information; research and experimentation; programs of study and teaching materials; training of personnel; technical and vocational education; educating and informing the public; general university education; specialist training; and international and regional co-operation. (CW)

ED 307 159 SE 050 629

Turning the Tide on Toxics in the Home.

Washington State Dept. of Ecology, Olympia.

PUB DATE- Sep 88
NOTE- 54p.; Colored drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accident Prevention; Daily Living Skills; *Environmental Education; *Hazardous Materials; Homemaking Skills; Poisons; Pollution; Safety; *Safety Education; Science Instruction; Scientific Literacy; *Waste Disposal; Wastes

This booklet provides a guide for the safe use and disposal of toxic chemicals found around the home. Toxicity ratings given to compounds are explained along with the amount needed for a probable fatal dose for a 150-pound person. Each category of hazardous waste is provided with typical examples of the toxicants, a toxicity rating, several disposal methods, and available alternatives to using the toxic compound. Materials covered in this booklet include: aerosols; air fresheners/deodorizers; antifreeze; art supplies; batteries; cleaners/detergents; degreasers; disinfectants; drain cleaners; fertilizers; fingernail polish/remover; handcleaners; home chemistry sets; mercury thermometers; moth balls/moth crystals; oven cleaners; paint products; pesticides; petroleum products; photographic chemicals; polishes/waxes; pool chemicals; smoke detectors; and wood preservatives. Included are addresses for federal, and state agencies in the state of Washington, and a listing of hazardous waste periodicals. (MVL)

ED 307 175 SO 019 693

Girton, Robert
International Studies Seminar. Grade 9, First Semester.
Cincinnati Public Schools, Ohio.
PUB DATE- 87
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; Curriculum Guides; *Global Approach; Grade 9; High Schools; *Interdisciplinary Approach; *International Studies; Lesson Plans; Resource Units; Secondary Education; Secondary School Curriculum; Sequential Approach; Social Studies; Units of Study
IDENTIFIERS- Cincinnati Public Schools OH

This curriculum guide contains the grade 9 course content of the interdisciplinary International Studies Seminar, conducted at Withrow High School in Cincinnati, Ohio. The seminar, part of the school's International Studies Academy, is an alternative education program which emphasizes global studies as the core of its curriculum. The document provides the program's philosophy, its six goals, its objectives, and the scope and sequence for 15 weeks. The program's four units of study include global awareness, differences, problems, and understandings, and students are asked to discuss and debate a variety of selected topics for each unit. Each unit includes student learning objectives, a course content outline, and a list of teaching strategies and resource materials. Some of the topics include: (1) Cincinnati as an international community; (2) social sciences and the scientific method; (3) key geographical terms and features of the world; (4) the interaction of geography and culture; (5) cultural universality and diversity; (6) ethnocentrism and cultural relativism; (7) an introduction to global problems; (8) population and food problems; (9) resources and development problems; and (10) human rights. (JHP)

ED 307 233 SP 031 136

Guide to Education. Senior High Handbook 1989-90.

Alberta Dept. of Education, Edmonton.

PUB DATE- 89
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Delivery Systems; Foreign Countries; Governance; *Graduation Requirements; *High Schools; Individual Development; *School Administration; Secondary Education; *Student Characteristics; *Student Needs
IDENTIFIERS- *Alberta

This handbook provides information about the characteristics of students who are enrolled in senior high schools in Alberta and offers information useful in organizing and operating secondary schools to meet the needs of students. The first section of the handbook addresses the diverse characteristics and needs of senior high students, and provides the graduation requirements that each student must meet over the course of their senior high education. The "philosophy" statement included in this section addresses the significance and uniqueness of senior high education in the lives of these students and in their communities. The handbook is the first step in drawing together all of the information that is essential to school administrators. Policies, procedures, and organizational information required to operate a high school are included in the handbook, or, where not included, directions outlining where this information can be located are given. The handbook supports Alberta Education's objective of providing consistent direction while encouraging flexibility and discretion at the local level. (JD)

ED 307 247 SP 031 158

Cohen, Margaret W.; Klink, Barbara

Career Development: A Longitudinal Study of Teachers at Different Life-stages.

PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Developmental Stages; Elementary Secondary Education; *Longitudinal Studies; *Occupational Aspiration; Socialization; *Teacher Attitudes; *Teacher Background

The primary purpose of this study was to learn how socialization into the teaching profession is affected by the non-academic experiences of teachers. A secondary objective was to provide insight into the research on teaching that has demonstrated that teachers pass through stages of career development. Participants were two groups of teacher education graduates: those who were traditional college-age students (under 30) and those who were classified as nontraditional or returning students (over age 30). The longitudinal study focused on: (1) whether the differences found initially between the two groups of newly certified teachers were still apparent five and six years following the completion of their preservice programs; and (2) how the career development patterns within each group were influenced by the initial differences. Participants had completed their preservice education at an urban mid-western university five and six years ago. Results indicated: (1) more nontraditional-aged teacher education graduates are teaching five and six years after certification; (2) initial differences between the groups diminished after five or six years of teaching; (3) nontraditional-aged teachers perceived a variety of factors as helpful in preparation for teaching; and (4) traditional-aged teachers are more inclined to set goals outside the classroom, such as administrative positions. (JD)

Darst, Paul W., Ed.; And Others
Analyzing Physical Education and Sport Instruction.
REPORT NO.- ISBN-0-87322-216-4
PUB DATE- 89
NOTE- 437p.
AVAILABLE FROM- Human Kinetics Publications, Box 5076, Champaign, IL 61820 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Collected Works - General (020)
DESCRIPTORS- *Athletics; Behavior Rating Scales; Data Collection; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Instructional Effectiveness; *Naturalistic Observation; *Physical Education; Student Evaluation; *Systems Analysis; *Teacher Evaluation

This book provides a catalog of observer systems that can be used to analyze interactive and environmental events that occur in physical education and athletic settings. These systems maximize opportunities for collecting data from many perspectives using different techniques for data sources to explain or modify instructional phenomena. The systems are an outgrowth of educational advances in research, theory, and technology and were, for the most part, prompted by the need to study instructional effectiveness in movement environments. The book is divided into five sections: (1) introduction to systematic observation; (2) verbal and nonverbal interaction analysis; (3) teacher/student climate analysis; (4) coach/athlete climate analysis; and (5) ethnography qualitative analysis. In general, the chapters in each part are sequenced in order of complexity, beginning with those instruments that are easier to code and analyze. Each chapter contains a general description of the system, categories, recording procedures, and how to summarize and interpret the data. Recording sheets and research references are included where applicable. (JD)

ED 307 305 TM 013 357

Batenburg, Theo A. van; Creemers, Bert P. M.
An Evaluation of Language Curricula in the Netherlands.
SPONS. AGENCY- Netherlands Foundation for Educational Research, The Hague.
PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Curriculum Evaluation; Curriculum Research; Elementary Education; *Elementary School Curriculum; Elementary Schools; Elementary School Students; *Foreign Countries; Grade 8; *Instructional Effectiveness; Instructional Material Evaluation; *Language Arts; Language Proficiency; Program Evaluation
IDENTIFIERS- *Netherlands

Eight language curricula that are widely used in the Netherlands for children up to grade 8 were evaluated. Questions examined were: (1) whether the use of a particular curriculum results in greater achievement in specific language areas; (2) what differences and similarities exist among these curricula; (3) do differences exist in the ways in which the curricula are implemented; and (4) in what settings is each used. Focus was on determining whether and to what degree the eight language curricula affected achievement in different language areas. In all, 110 schools and 2,750 students in grade 8 participated in the evaluation. The data set is representative for the last grade of primary education in the Netherlands. The effects of the curricula were assessed by a series of tests representing the curriculum's objectives. Although there were many practical and theoretical problems in comparing the curricula, analysis of variance did not indicate any differences in effectiveness among these curricula. It was not possible to calculate differences in the implementation of these curricula. These findings do not imply that education could do without language curricula; without them, good education is not possible. Teachers should be coached to implement these curricula in the proper way. When effective variables are built into the curriculum it might become more effective, and the determination of effectiveness might be enhanced. (SLD)

ED 307 318 TM 013 449

Mason, Emanuel J.; Remer, Rory

Informed Consent, Disclosure, and Performance of Human Research Subjects.

PUB DATE- 76
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Disclosure; *Experimental Groups; Higher Education; Introductory Courses; Performance; *Research Design; Research Methodology; Research Problems; Statistics; *Undergraduate Students
IDENTIFIERS- *Informed Consent; Students as Subjects

The effects of conditions of informed consent and disclosure on the performance of 84 students doing a statistics laboratory assignment for an introductory graduate course in statistics at a state university in the southeast were studied. Four separate classes taught by three instructors were included. Subjects ranged in age from 22 to 47 years, with a modal age range of 22 to 25 years. The sample was about half male and half female. The independent variables were disclosure (partial, deception, and none) and consent (requested and not requested). The dependent variables were: (1) the number of paragraphs completed in a statistics laboratory assignment; and (2) the number of questions answered correctly in a quiz on the material covered in the laboratory assignment. Subjects were randomly assigned to one of three disclosure conditions and one of two consent conditions. Three subjects from the group from which consent was asked did not indicate a willingness to participate; their data were not included in the analysis. There was no relationship between the level of disclosure and consent obtained from the subjects. Multivariate analysis of variance revealed no significant main effects or interactions of consent and disclosure. It is concluded that informing subjects that they were participating in an experiment and asking for consent did not affect their performance as subjects contrary to what would normally be expected. Two data tables are included. (TJH)

ED 307 331 TM 013 503

Lindauer, Martin S.
The Relationship between Tests of Creativity and Perception.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Creativity Tests; Higher Education; *Perception Tests; Problem Solving; Timed Tests; *Undergraduate Students; Visual Stimuli

The relationship between creativity and perception was examined in two studies that correlated a combined total of 11 tests of perception (e.g., figure-ground and physiognomy) and creativity (e.g., remote associates and figure preferences). Four of the tests dealt with perception, five with creativity, and two with both. Since several of the tests had two or three scores, there was a total of 21 scores. Three tests were administered under controlled time conditions in a group setting. The tests were administered to two groups of undergraduates (five men and eight women, and three men and 11 women, respectively). Across both studies, a modest number of tests were significantly correlated, including a correlation of 0.61 between all perception and creativity scores combined. Results suggest that creativity might be increased if it were preceded by a perceptual kind of "warm-up." A set to respond visually could act as a "rehearsal" to increase examinees' attention, sensitivity, and awareness--qualities needed to solve problems creatively. Since the subject pools for these two studies were small, these conclusions should be taken cautiously. The testing methodology used and two data tables are appended. (TJH)

ED 307 371 UD 026 799

Rental Housing. Housing Vouchers Cost More than Certificates but Offer Added Benefits. Report to the Chairwoman, Subcommittee on HUD-Independent Agencies, Committee on Appropriations, U.S. Senate.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO-RCED-89-20
PUB DATE- Feb 89
NOTE- 61p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies, free; additional copies, $2.00 each; 100 or more copies, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; Economically Disadvantaged; *Federal Aid; Federal Programs; Financial Support; *Housing Needs; *Housing Opportunities; *Low Income; Low Rent Housing; *Program Costs; *Program Effectiveness; Program Evaluation; Public Housing; Welfare Services
IDENTIFIERS- Department of Housing and Urban Development; Fair Housing Laws; *Rental Housing Policies

In this study of rental assistance programs for low-income households administered by the Department of Housing and Urban Development (HUD), the General Accounting Office (GAO) compares the costs and benefits of housing certificates and housing vouchers. The certificate program, established in 1974, and the voucher program, authorized in 1983, aim to create an alternative to the construction of low-rent housing by providing low-income families with subsidies for private rental housing. The GAO study, prompted by a request from the Senate Subcommittee on HUD-Independent Agencies, also investigates the costs of converting outstanding housing certificates to vouchers and assesses HUD's fair market rent (FMR) structure and its effect on tenant rent burdens. The GAO study finds that while housing vouchers provide families with more flexibility to "shop around" for suitable housing and with higher subsidies than certificates, the voucher program is more costly and serves fewer families. The GAO finds that HUD's budgeting processes are inconsistent, that HUD FMRs are not always accurate, and that the cost of converting certificates to vouchers would be high. The report includes one table and ten figures. Appendices provide the following information: (1) methodology; (2) contributing public housing agencies; (3) HUD response to the report; and (4) major contributors. (AF)

ED 307 189 SO 019 891

Mensing, Friedhelm
Help for Self-Help at the Grassroots: Non-Governmental Organizations for Development Assistance in the Federal Republic of Germany.
Inter Nationes, Bonn (West Germany).
PUB DATE- 88
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Adult Programs; *Church Programs; Community Development; *Developed Nations; Developing Nations; *Developmental Programs; Economic Development; Educational Development; Foreign Countries; *International Programs; Quality of Life; Rural Development; Technical Assistance
IDENTIFIERS- *Foreign Aid; *West Germany

It is estimated that there are over 10,000 non-governmental groups and initiatives in West Germany devoted to improving the quality of life of people in the developing countries. Many of these projects consist of churches helping churches, such as Misereor, the charity organization of German Catholics, or Brot fur die Welt (Bread for the World), the charity organization of the Protestant church. Initially, church funds are often used in these projects, and once an infrastructure has been developed at the project location, projects may apply for federal government funds. West Germany has granted 3.7 billion marks to such church aid organizations in the last 25 years. Political foundations that are affiliated with certain parties also contribute substantially to development initiatives, such as the Konrad Adenauer Foundation (affiliated with the Christian Democratic Union), the Friedrich Ebert Foundation (affiliated with the Social Democratic Party), the Friedrich Naumann Foundation (affiliated with the Free Democratic Party), and the Hanns Seidel Foundation (affiliated with the Christian Social Union). These projects range from small business aid and assistance in developing cooperatives to adult literacy and agricultural training programs to assistance in solving local ethnic conflicts. Several private groups also participate in various development programs, and these extensively support adult education programs. Addresses for 27 organizations sponsoring aid programs are given. (PPB)

Jamieson, Dale
Managing the Future: Public Policy, Scientific Uncertainty, and Global Warming.
PUB DATE- Oct 88
NOTE- 34p.; Revised version of a paper presented at the Upstream/Downstream: Issues in Environmental Ethics Conference (Bowling Green, OH, September 9-10, 1988). Figures are not included in the typescript received by ERIC.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Futures (of Society); *Physical Environment; *Public Policy; *Science and Society; *Scientific Methodology
IDENTIFIERS- Carbon Dioxide; Environmental Issues; Environmental Management; Environmental Policy; Environmental Protection; *Greenhouse Effect

Due to the injection of carbon dioxide and various other gasses into the atmosphere, the world of the 21st century may well have a climate that is beyond the parameters of human existence. Physical science produces information regarding the physical effects of increasing concentrations of "greenhouse" gasses. Once this information is developed, it is transferred to social scientists who evaluate the effects of physical changes on individual and social behavior, and economic and political systems. Information from both physical and social scientists is then transferred to policymakers and their advisors. This picture of the relationship between science and policy consorts with what may be regarded as a "positivist" view of science and value--a view deeply entrenched in U.S. science and public life. An analysis of the use of such a model reveals several problems, showing that it provides a distorted picture of the situation. Some salient considerations should be taken into account when developing policy related to the greenhouse effect. There will continue to be substantial increases in atmospheric carbon dioxide. This will lead to climate change and will have a biological and ecological impact. The possible political and economic effects of climactic change must also be considered. Policymakers must realize that the usual techniques of policy analysis are not adequate to managing a problem of this magnitude. By focusing on the possibilities of producing positive incremental changes, incorporating global concerns in national environmental impact policies, and accelerating scientific research into this complex problem, the nation may begin to solve this global dilemma. A 27-item bibliography is included. (GEA)

ED 307 218 SO 020 109

Hodge, R. Lewis

A Myriad of Values: A Brief History.

PUB DATE- 30 Mar 89
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989).
AVAILABLE FROM- R. Lewis Hodge, Claxton Hall, Suite 10, University of Tennessee, Knoxville, TN 37996.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Back to Basics; Basic Skills; *Controversial Issues (Course Content); Discovery Learning; *Educational History; *Educational Improvement; Elementary Secondary Education; Inquiry; *Public Schools; *Values; Values Clarification; *Values Education
IDENTIFIERS- Pluralism; Pluralistic Education

U.S. public education has always been value laden, and a straightforward approach concerning what values will be taught is an appropriate policy. In spite of U.S. pluralism, a relatively common set of traditional values is possible and desirable. Three assumptions have been accepted in this essay: (1) no one lives a value-neutral life; (2) teachers do teach values; and (3) moral and value education has content and process dimensions. The 1950's are often cited as a desirable pattern of "traditional" public schooling. Public schools were probably the most common vehicle for transmitting U.S. values in view of the diversity of ethnic groups and religions. In the aftermath of Sputnik, U.S. education became inquiry or discovery based encouraging students to question existing knowledge, formulate new theories, and analyze data. The 1960's are often viewed as lamentably as the 1950's are memorably. The Vietnam War overshadowed U.S. thought, forcing people to question themselves and their government. The process of values clarification became popular, although it was, and is, controversial. Questions of what and how to teach, and issues such as value-neutral instruction continue to plague these programs. The 1970's saw the "back to basics" movement gain prominence. Piagetian and other behavioral and cognitive psychology were used as a basis for this movement. Finally, the 1980's brought general conservatism to the development and implementation of curriculum. There is an emphasis on accumulating facts and practicing basic skills. Since 1900, the United States has moved toward a plurality of values which may be detrimental to the nation's future. A 27-item bibliography is included. (GEA)

Vaughan, Willard S., Ed.
Cognitive and Neural Sciences Division, 1988 Programs.
Office of Naval Research, Arlington, Va.
REPORT NO.- OCNR-114288-9
PUB DATE- Aug 88
NOTE- 245p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Educational Research; Evaluation Methods; Experimental Programs; *Federal Programs; *Neurology; Perception; *Program Descriptions; Research and Development; *Research Projects; Theory Practice Relationship
IDENTIFIERS- *Office of Naval Research

The research and development efforts performed by principal investigators under sponsorship of the Office of Naval Research Cognitive and Neural Sciences Division during 1988 are documented. The title, name and affiliation of the principal investigator, project code, contract number, current end date, technical objective, approach, and progress of each program are listed. Under the heading "Cognitive Science" are four clusters: (1) cognitive architectures and abilities; (2) knowledge, skill, and expertise; (3) learning and instruction; and (4) measurement and psychometric theory. Research in this area is aimed at providing a theoretical understanding of the human learner and performer in the domain of complex cognitive skills. Research in the "Perceptual Science" program is grouped into clusters of: (1) vision; (2) attention; (3) audition; (4) haptics and sensory guided motor control; (5) decision making; and (6) human factors technology. Biological intelligence programs foster research to elucidate the organization, structure, and operational algorithms of the neural systems. Clusters under the heading "Biological Intelligence" include: (1) computation in large neural networks; (2) chemical modulators of information processing; (3) neural processing of sensory information; (4) local neural circuit interactions; (5) marine mammals; and (6) behavioral immunology. There is also an interdisciplinary program of exploratory development called the

"Manpower, Personnel, and Training Research and Development Program." The individual programs under each cluster are work units either active or completed in 1988. (SLD)

ED 307 292 TM 013 292

Sharp, Laure M.
The SAT-M Gender Gap: Looking at Micro Level Data.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; *College Entrance Examinations; Course Selection (Students); Educational Background; Elementary Secondary Education; *High School Students; Hispanic Americans; Mathematics Achievement; *Mathematics Tests; Parent Attitudes; Public Schools; *Sex Differences; Socioeconomic Status; Student Attitudes; *Test Bias; White Students
IDENTIFIERS- Montgomery County Public Schools MD; *Scholastic Aptitude Test; School Effects

A detailed analysis of the significant gender differences observed in performance on the mathematics portion of the Scholastic Aptitude Test (SAT) in 1986 was performed for students enrolled in the Montgomery County Public Schools (Maryland). A disaggregation of data from the 1986 SAT administration was performed to examine homogeneous subgroups and shed light on two of the factors believed to affect differential performance: (1) courses taken; and (2) socioeconomic status. SAT data are presented for the county's 2,924 female and 2,715 male SAT-takers (in grade 12) who graduated in 1987. Data assessed included information on participation and performance of females in grades 1 through 12; SAT scores of men and women in different ethnic groups; and SAT scores of white women and white men of comparable educational background. A thorough analysis of the data available on course participation, school performance, socioeconomic status, student and parental attitudes toward mathematics, and possible school effects suggests that the reasons for the persistence of the gender gap in mathematics test performance lie outside these factors. The study did not contribute to the current effort to examine test bias as a source of the persistent differential performance on the SAT math test by male and female students. Seven data tables are provided. (TJH)

ED 307 345 UD 026 734

Analysis of Poverty in 1987.

Center on Budget and Policy Priorities, Washington, DC.

PUB DATE- 89
NOTE- 14p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Census Figures; Children; Economically Disadvantaged; Economic Research; Economics; *Family Income; Hispanic Americans; Lower Class; *Low Income Groups; *Minority Groups; Older Adults; *Poverty; *Unemployment; Welfare Services
IDENTIFIERS- *Economic Revitalization; *Economic Trends; Noncash Benefits

Census data on poverty in 1987 indicate that the economic recovery has been uneven, with the poor sharing less fully in the gains than in prior recoveries. Despite a drop in the national unemployment rate from 7 percent in 1986 to 6.2 percent in 1987, the poverty rate of 13.5 percent has remained essentially unchanged. Although 1987 represented the fifth year of economic recovery, the poverty rate was higher than in any year in the 1970s, higher even than during the major recession of 1974 and 1975. Although the unemployment rate was about the same in 1987 as in 1978, poverty rates were substantially higher in 1987 than in 1978, when the rate was 11.4 percent. The data are especially disturbing for blacks, whose poverty rate rose significantly in 1987 to 33.1 percent, and for young black children, whose poverty rate rose to 49 percent. The income gap between rich and poor families reached its widest point in 40 years. In addition, the average poor family fell further below the poverty line in 1987 than in any year since 1960. Poverty rates for certain groups, such as children, remain at very high levels and have climbed considerably over the past decade. While alternative measures of poverty in which non-cash benefits are counted as income can be useful in providing consistent measures of poverty trends since 1979, the measures are of questionable value in estimating the number or proportion of people who are poor. Statistical data are included on two tables and three graphs. (FMW)

ED 307 358 UD 026 781

Orfield, Gary; And Others
Status of School Desegregation 1968-1986. A Report of the Council of Urban Boards of Education and the National School Desegregation Research Project, University of Chicago.
National School Boards Association, Washington, DC. Council of Urban Boards of Education.
PUB DATE- Mar 89
NOTE- 39p.; For related document, see ED 299 334.
AVAILABLE FROM- National Schools Boards Association, 1680 Duke Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *De Facto Segregation; Educational Policy; Elementary Secondary Education; *Equal Education; Hispanic Americans; Public Education; Public Policy; *School Desegregation; *School Resegregation; *School Segregation; *Urban Demography; Urban Schools
IDENTIFIERS- Brown v Board of Education; Milliken v Bradley

This report examines national, state, and metropolitan trends in the desegregation of U.S. public schools, based on federal enrollment statistics. The data indicate that the White majority is declining, and that Hispanic, Asian, American Indian enrollments are growing rapidly. There has been no overall change in Black segregation on a national level since the early 1970s, and other minority increases in urban areas have resulted in additional de facto segregation. An introduction provides a historical overview and summary. The first section discusses underlying demographic trends. The second section describes measures of desegregation. The third section surveys trends in public policy. The fourth section presents general conclusions from the analysis, including basis trends in desegregation. The fifth section reports increasing Black segregation in the South, and describes segregation trends in border states, the Northeast and Midwest, and the West. The sixth section presents Hispanic segregation trends by region, and the seventh section reports on Asian segregation. The eighth section covers trends in metropolitan areas, including overall Black segregation and data for selected Northern metropolitan areas. The ninth section reports on Hispanic segregation in metropolitan areas. It is followed by the report's conclusions. The report includes 23 statistical tables. A list of sources is appended. (AF)

ED 307 160　　　　　　　　　　SE 050 635

The Greenhouse Gases. UNEP/GEMS Environment Library No. 1.
United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- 87
NOTE- 43p.; For the second issue in this series see SE 050 636.
Photographs and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Air Pollution; Climate; *Conservation (Environment); Earth Science; *Environmental Education; Environmental Influences; Global Approach; Science and Society; Science Instruction; *Scientific Literacy; World Affairs; World Problems
IDENTIFIERS- *Global Environment Monitoring System; *Greenhouse Effect

Since the United Nations Environment Program (UNEP) was created, more than a dozen years ago, public understanding of the environmental issues confronting our planet has increased enormously. The Global Environment Monitoring System (GEMS) has provided several environmental assessments including urban air pollution, climate modification, threatened species on our planet, and the degradation of our tropical forests. The aim of the UNEP/GEMS Environment Library is to provide authoritative statements, written in plain language, about the major environmental issues the world is now facing. This issue concerns greenhouse gases and the possible effects these gases will have on the Earth's climate. An overview of the problem is presented followed by a summation of scientific facts and theories to provide a background to the problem. Major topics include: (1) the greenhouse effect; (2) heat balance on Earth; (3) carbon dioxide; (4) nitrous oxide; (5) methane; (6) fluorocarbons; and (7) climatic change. The future effects on society and the world are investigated with in-depth discussions of the major resulting problems. Lastly, possible ways of dealing with the problem are identified and summarized. (MVL)

ED 307 234 SP 031 137

Sykes, Gary; Wilson, Suzanne M.
Professional Standards for Teaching: The Assessment of Teacher
Knowledge and Skills.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Aug 88
NOTE- 38p.
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; National Programs; *Policy Formation; Schools of Education; Standardized Tests; *State Standards; *Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; *Teacher Qualifications
IDENTIFIERS- *National Board for Professional Teaching Standards

A report is given of the work of the National Board for Professional Teaching Standards and the implications of introducing a new status--the board-certified teacher--into the educational system. The newly formed board will sponsor the development of procedures for the voluntary certification of teachers to a standard of advanced competence--a step beyond simple state licensure. The advanced certification is to be controlled by the profession, not by the state, and it is voluntary, not mandatory. It aims not at entry-level, safe practice, but at advanced levels of knowledge and skill. It should accommodate and encourage innovation and change within the field. A description is given of the teacher assessment project which was created to explore and generate alternative strategies for assessing teachers knowledge and skill. A discussion is presented on the possible consequences for educational policy and teacher education of introducing the concept of board-certified teachers into the educational system. (JD)

ED 307 264 SP 031 191

Biermann, Melanie J.; And Others

Cogito, Ergo Sum. Reflection in the University of Virginia's Five-Year Teacher Education Program.

Virginia Univ., Charlottesville. School of Education.

PUB DATE- Oct 88
NOTE- 16p.; Paper presented at the Florida Conference on Reflective Inquiry: Context and Assessments (Orlando, FL, October 20-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstract Reasoning; *Critical Thinking; Decision Making; Higher Education; *Metacognition; Preservice Teacher Education; *Problem Solving; *Self Evaluation (Individuals); *Teacher Effectiveness
IDENTIFIERS- *Reflective Teaching; *University of Virginia

A discussion is presented of the philosophy undergirding the 5-year teacher education program at the Curry School of Education at the University of Virginia. In this program, students can earn a baccalaureate degree from the university and a Master of Teaching degree from the Curry School. The program seeks to produce teachers who are effective decision makers who can make appropriate, consistent, and defensible decisions about student achievement and learning outcomes, and are technically competent as well as questioning, critical, and reflective educators. Throughout the program, students examine thier own characteristics and motives for teaching, investigate various educational philosophies, and look at professional issues of teaching in general and for themselves. The early focus of the program is on child development, learning, and the exceptional child. The prospective teachers have a long-term tutoring relationship with a pupil in a local school as a part of their field work. The curriculum provides an opportunity for students to develop a professional identity, refine lesson delivery skills, and learn concepts of professional behavior, judgment, and responsibility. (JD)

ED 307 332 TM 013 504

Eagle, Eva
Socioeconomic Status, Family Structure, and Parental Involvement: The Correlates of Achievement.
PUB DATE- Mar 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Affluent Youth; Educational Attainment; Employment Patterns; Family Environment; *Family Structure; Grade 12; High School Graduates; High Schools; *High School Seniors; Longitudinal Studies; Parent Role; *Parent Student Relationship; Postsecondary Education; *Predictor Variables; Social Background; *Socioeconomic Status
IDENTIFIERS- *High School and Beyond (NCES)

A study using the 1980 High School and Beyond senior cohort was undertaken to assess the relative impact of socioeconomic status (SES), parental attention, mother's working patterns, and family structure on student achievement. More specifically, this report describes the relationship between educational attainment and the components of the SES index as used in the National Longitudinal Surveys conducted by the National Center for Educational Statistics. Findings demonstrate the pervasive importance of parental education and family affluence. These factors were key to students' postsecondary attainment, even when aspects of home environment were taken into account. Home environment factors were less important overall, and many were found to have no independent influence on educational attainment. Only parental involvement during high school was of significant impact when social background factors were controlled, although students living without either parent had significantly lower attainment compared to others with otherwise similar backgrounds. These preliminary results do indicate that there may be interaction effects between parental involvement and social background as well. (TJH)

ED 307 130 SE 050 584

Schlenker, Richard M.
Chemistry for Kids. Building an Elementary School Chemistry Set from Common Household Items.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- Apr 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Elementary Education; *Elementary School Science; *Experiential Learning; Laboratory Experiments; Laboratory Procedures; *Motivation Techniques; *Science Activities; *Science Equipment; Science Laboratories; Science Materials; Student Projects

Most children become excited about science because they can do something and because they can watch the results. These are some of the answers most elementary school students tell you when they are asked about science class. It has been substantiated by decades of research that experiential experiences are exciting and remembered, visual and kinesthetic-tactile approaches are effective student motivators, and students with reading difficulties can succeed with such activities. This paper describes an activity in which students build a chemistry set that is used in subsequent activities. Materials used for the set are available in the home, school, and community. Listed are: (1) materials needed; (2) procedures for jar labeling, storage cabinet and tray construction, filling chemical storage jars, and equipment and chemical storage; and (3) curriculum extension activities which include report and letter writing, pretending to run a business selling chemistry sets, and several activities that involve using the chemicals in the set. A sample letter asking for parent assistance is included and diagrams and examples are provided. (RT)

ED 307 145 SE 050 601

Brunkhorst, Bonnie J.

A Longitudinal Study of Student Outcomes and Teacher Characteristics in Exemplary Middle and Junior High Science Programs. A "Research Partnerships" Project.

PUB DATE- 89
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Demonstration Programs; Educational Research; Excellence in Education; Junior High Schools; *Longitudinal Studies; *Middle Schools; *Outcomes of Education; Program Effectiveness; School Effectiveness; Science Education; Science Programs; Secondary Education; *Secondary School Science; Success; Teacher Characteristics

Recent efforts of the National Association for Research in Science Teaching (NARST) and the National Science Teachers Association (NSTA) have encouraged research between university researchers and classroom science teachers. In 1987 a longitudinal teacher research partners study was begun by the Middle and Junior High Division of NSTA and The University of Iowa. The second year of the study was funded by California State University, San Bernardino. This study examines characteristics of key teachers in exemplary middle/junior high science programs and student learning outcomes. The results have shown that in exemplary middle/junior high science programs: (1) teachers are highly professional; (2) students can learn both high levels of science knowledge and positive attitudes toward science; (3) students score higher on some items and lower on some items on the applications and connections questionnaire than those in the national sample; and (4) gender differences in science learning begin to appear. Following an abstract and introduction, the paper outlines the purpose of the study, describes the design, procedures, and results, and provides conclusions and recommendations. Also included are tables showing variables evaluated in the study, teacher classroom instructional practice characteristics, techniques used, ability composition of classes, student perceptions about science classes, and applications and connections responses. (RT)

ED 307 176 SO 019 810

Schneider, Donald O.
History, Social Sciences, and the Social Studies: Presidential Address.
PUB DATE- 20 Nov 88
NOTE- 34p.; Speech given before the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Civics; Critical Thinking; *Curriculum Development; *Educational Change; *Educational Needs; Educational Trends; Elementary Secondary Education; Futures (of Society); History; *Instructional Improvement; Social Sciences; *Social Studies

Reviewing several different conceptions of social studies education, this presidential address assesses the success of the field in providing appropriate education for future citizens. The place of social studies in the curriculum relative to the role of schools in our society is considered and the many and varied purposes for history as expressed by prominent historians are identified. Issues surrounding social studies content, instruction, and textbooks are addressed including directions in which the field is moving and the criteria to be considered when planning and organizing social studies curricula. The social studies have remained a federation of separate subjects. Recent advocacy to abandon the concept of social studies is but a current manifestation of this issue that has remained unsettled since social studies became a curriculum entity. It need not remain that way because out of the current ferment can come the realization that social studies, as an organizer of insights, propositions, content and methodologies from history, the social sciences, and other scholarly fields, is not only useful, but necessary for the school to fill its role in the civic education of youth. Synthesis and understanding of the principles of social studies are essential. Educators must establish the parameters and create the basis for a new social studies that preserves the best of past and current practices, but also addresses emerging realities and 21st century prospects and needs for the social education of citizens in our dynamic and globally-linked society. A 92-item bibliography is included. (GEA)

ED 307 248 SP 031 159

Green, Kathy E.; Kvidahl, Robert F.
Teachers as Researchers: Training, Attitudes, and Performance.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; Elementary Secondary Education; Higher Education; Research Methodology; *Research Skills; *Research Utilization; *Teacher Attitudes; Teacher Education Curriculum; *Theory Practice Relationship; *Use Studies

This study assessed teacher perceptions of research use and barriers to use. Specific purposes were to: (1) assess the frequency of review of the research literature, actual practice of research, and research dissemination by teachers; (2) describe the level of teachers' training in research methods; (3) describe views of the adequacy of training in research methods; (4) assess the attitudes toward different barriers to using and performing research; and (5) assess differences among teachers at different grade levels, in different content areas, and with versus without coursework in research methods in attitude toward and use of research. A questionnaire sent to 600 inservice teachers had 417 usable responses. Results suggest that teachers read research but do not do research. Also that teachers are more likely to read, perform, and present research findings if they have had some training in research methods. It is suggested that consideration should be given to the place of explicit education in research methods in the teacher education curriculum. (JD)

ED 307 280 TM 013 212

Engelhard, George, Jr.; And Others
An Empirical Comparison of Mantel-Haenszel and Rasch Procedures for
Studying Differential Item Functioning on Teacher Certification
Tests.
PUB DATE- 12 Apr 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, March 27-31,
1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Administration; *Black Students; Comparative Analysis;
Early Childhood Education; Elementary Secondary Education; *Item
Analysis; Latent Trait Theory; Licensing Examinations
(Professions); Racial Bias; Racial Differences; Research
Methodology; State Programs; Supervision; *Teacher Certification;
*Test Bias; Testing Programs; *White Students
IDENTIFIERS- Differential Item Performance; Georgia Teacher
Certification Testing Program; *Mantel Haenszel Procedure; *Rasch
Model; Teacher Competency Testing

The agreement between Mantel-Haenszel and Rasch procedures for identifying differential item functioning (DIF) on teacher certification tests was studied. Two specific research questions were addressed: (1) whether the Mantel-Haenszel and Rasch procedures identify the same items as functioning differently; and (2) how consistently each method identifies items with DIF over administrations. The sample included all black and white examinees who took one of the Georgia Teacher Certification Tests during the December (1987), March (1988), or June (1988) administrations. Item data from these three administrations within the content fields of early childhood (n=1,344; n=1,291; and n=1,023, respectively), middle childhood (n=1,009; n=845; and n=785, respectively), and administration and supervision (n=220; n=216; and n=252, respectively) were used in the analyses, and the differential performance of black and white examinees on these items was examined. The agreement between the two procedures was fairly high within the three administrations, but it dropped significantly when common items were examined across the administrations. The reliability of each procedure was also examined. The data suggest that the Rasch procedure is more consistent in identifying items with DIF than is the Mantel-Haenszel procedure. Further, the data suggest that quantitative indices of DIF are preferable to categorical indices for both procedures. Promising areas for future research on DIF are discussed, and the implications of the findings for theory and practice within the context of teacher certification tests are presented. Six tables present study data. (SLD)

ED 307 306 TM 013 360

Jaeger, Richard M.
Selection of Judges for Standard Setting: What Kinds? How Many?
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; Cutting Scores; *Difficulty Level; Estimation (Mathematics); Evaluation Criteria; *Evaluators; Graduation Requirements; Higher Education; High School Students; Interrater Reliability; Latent Trait Theory; Licensing Examinations (Professions); Minimum Competency Testing; Qualifications; Secondary Education; *Selection; *Standardized Tests; Teacher Certification; Teacher Education; Test Items
IDENTIFIERS- *Experts; *Standard Setting

Criteria for the selection of judges (evaluators) for setting item-based standards involved in tests for which cutting scores must be established are investigated. Focus is on cases in which test standards are based on specialists' judgments concerning the difficulty of test items in tests used to determine who will be awarded a diploma, admitted to a program, certified as competent, or licensed to practice. The literature on the nature of expertise describe the qualifications that are required of judges assigned to apply item-based standard-setting procedures. Qualifications for judges of items for tests used to select applicants to teacher education programs, grant initial teacher certificates, and grant high school diplomas are briefly outlined. Post hoc analyses of judges are preferable to competency testing of judges. An item response model outlined by Van der Linden (1982) and an alternative approach involving interrater comparisons outlined by Jaeger (1988) are offered as possible means of post hoc analysis. Problems associated with determination of a sufficient number of judges, including issues involving standard errors of mean and measurement, are outlined. In general, judges should be selected through procedures that permit generalization of their collective recommendations to well-defined populations. The numbers of judges selected should be sufficient to provide precise estimation of the standard that would be recommended by an entire population of judges. (TJH)

ED 307 319 TM 013 459

Frick, Theodore W.; And Others
EXSPRT: An Expert Systems Approach to Computer-Based Adaptive Testing.
PUB DATE- Mar 89
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; College Students; *Computer Assisted Testing; *Expert Systems; Higher Education; *Latent Trait Theory; *Mastery Tests; Probability; Sequential Approach
IDENTIFIERS- *EXSPRT

Expert systems can be used to aid decision making. A computerized adaptive test (CAT) is one kind of expert system, although it is not commonly recognized as such. A new approach, termed EXSPRT, was devised that combines expert systems reasoning and sequential probability ratio test stopping rules. EXSPRT-R uses random selection of test items, whereas EXSPRT-I incorporates an intelligent selection procedure based on item utility coefficients. These two new methods are compared to the traditional SPRT and to an adaptive mastery testing (AMT) approach based on item response theory (IRT). Three empirical studies using different tests and examinees were conducted. Study 1 included samples of 25 and 50 current or former graduate students who took the Digital Authoring Language Test; Study 2 included samples of 25, 50, 75, and 100 students in an introductory graduate-level course; and Study 3 included 333 college freshmen and sophomores. Results indicate that the EXSPRT-I is more efficient or as efficient as is the AMT model. When the distribution of examinees was not clustered near the mastery cutoff, all four methods made accurate mastery classifications. Although further research is needed, the EXSPRT initially appears to be a strong alternative to IRT-based adaptive testing when categorical decisions about examinees are desired. The EXSPRT is less complex conceptually and mathematically; and it appears to require many fewer examinees to empirically establish a rule base, when compared to the large numbers required to estimate parameters for item response functions in the IRT model. (TJH)

ED 307 346 UD 026 742

Evaluation of the 1987-1988 EIA Remedial and Compensatory Program.

South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- Jan 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; *Outcomes of Education; Program Evaluation; Remedial Mathematics; *Remedial Programs; Remedial Reading; State Programs; Writing Instruction
IDENTIFIERS- *South Carolina

Evaluation of South Carolina's 1987-88 Remedial and Compensatory Program, funded by the state's Education Improvement Act of 1984 (EIA), shows that the program was successful in raising the participants' achievement. The programs include basic skills learning in reading and mathematics in all grades, and writing in grades 6-12, but not all grades and skill areas were evaluated. Gains in achievement were measured by assessing the differences between students' pretest and posttest Normal Curve Equivalent (NCE) scores, referred to as "gain scores," that indicate whether the student performed better or worse than would have been expected if he or she had not attended the program. A 4-year longitudinal analysis was also performed on data for the Class of 1996 cohort. Findings included the following: (1) average NCE gains for most programs in most grades were substantial; (2) the Compensatory Mathematics Program showed the highest gain (8.73 NCE), followed by the Compensatory Reading (5.11 NCE), Remedial Mathematics (4.60 NCE), and Remedial Reading Programs (4.15 NCE); and (3) the majority of students participated in a Compensatory Program for only 1 year, a somewhat smaller number participated for 2 years, and relatively few participated for 3 or 4 years. Statistical data are included on 18 tables and 8 graphs. Statistical data on the average NCE achievement gains by school for the 1986-87 and 1987-88

EIA Compensatory programs are appended. (FMW)

ED 307 359 UD 026 782

McCormick, Kathleen
An Equal Chance: Educating At-Risk Children to Succeed.
National School Boards Association, Alexandria, VA.
PUB DATE- Jan 89
NOTE- 52p.; One of a series of six publications on "Today's Issues in Education."
AVAILABLE FROM- National School Boards Association, 1680 Duke Street, Alexandria, VA 22314.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Board of Education Role; *Disadvantaged Youth; *Dropout Prevention; Educational Change; *Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *High Risk Students; Minority Groups; One Parent Family; Parent School Relationship; Public Education; School Business Relationship; School Community Programs

This report describes a "third wave" of educational reform that focuses on improving academic achievement and preventing dropping out among disadvantaged children. It contains eight sections. The Executive Summary surveys the dimensions of the at-risk situation and strategies to confront it. "The Scope of the Problem" provides background on the issue and describes what is at stake for society as a whole. "Who Are Youth at Risk?" defines the problem in terms of poverty, transience and homelessness, and single-parent families. This section also describes demographic changes and discusses the following problems related to at-risk students: (1) dropping out; (2) low academic achievement; (3) teenage parents; (4) emotional-physical health and related problems; (5) substance abuse; (6) youth unemployment; and (7) juvenile crime. "Research Related to Children at Risk" suggests the importance of parent involvement and early education. "Major Policy Statements" summarizes several papers issued recently by national organizations. In "Schools and the States Respond" the following responses to the problem are described: (1) school action; (2) local solutions; (3) state action; (4) a state action blueprint; and (5) results of a governors' report. In "Policy Implications for School Boards" the need for school restructuring is identified and 10 policy suggestions from experts on students at risk are highlighted. The final section is "A Call to Action." The report concludes with the following appendices: (1) descriptions of effective school programs; (2) descriptions of state programs; (3) an assessment instrument; and (4) a selected bibliography. Statistical data are presented on eight tables. (AF)

ED 307 372 UD 026 810

Political Asylum Applicants. Financial Effect on Local Services in the Miami Area. Fact Sheet for the Honorable Bob Graham and the Honorable Connie Mack, U.S. Senate.

General Accounting Office, Washington, DC. General Government Div.

REPORT NO.- GAO/GGD-89-54FS
PUB DATE- Feb 89
NOTE- 8p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies, $2.00 each; 100 or more copies, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Emergency Programs; Expenditures; Financial Needs; Higher Education; Homeless People; Immigrants; *Latin Americans; *Program Costs; *Refugees; State Programs; Urban Areas; Urban Schools; Welfare Services
IDENTIFIERS- Fact Sheets; *Florida (Miami); *Nicaragua; Refugee Assistance

This fact sheet discusses the effect of Nicaraguan immigrants entering the country at Brownsville (Texas) on local service providers in Miami (Florida). During individual meetings held on February 1, 1989 with Miami area officials, concerns were expressed over the immigrants' general welfare and the financial strain on local organizations providing educational and other services. The officials represented the following offices: (1) Dade County Public Schools; (2) Metro-Dade County Manager; (3) Florida Health and Rehabilitation Services; (4) City of Miami; (5) United Way; (6) Miami-Dade Community College; and (7) Immigration and Naturalization Service (INS). Information gathered includes the following: (1) Miami was the most frequently listed destination of Nicaraguan immigrants who applied for asylum at the INS Harlington District in Texas between January 9 and 27, 1989; (2) the influx of Nicaraguans has caused overcrowding in Dade County public schools and added to problems of literacy education; (3) Nicaraguans received $4 million dollars in social services in addition to those provided by the school system; (4) Nicaraguans comprised 433 of the 808 homeless persons receiving emergency services at an estimated cost of about $4,000 per day; (5) United Way agencies provided assistance to 584 Nicaraguans at a cost of $24,744 during the last six months of 1988; and (6) Miami-Dade Community College provided education to 1,890 Nicaraguans at a cost of $2,713,000 during the 1987-88 school year. (FMW)

ED 307 190 SO 019 892

Petersen, James F., Ed.
Discovering Geography: Teacher Created Activities for High School and Middle School.
Southwest Texas State Univ., San Marcos.; Texas Alliance for Geographic Education, San Marcos.
SPONS. AGENCY- National Geographic Society, Washington, DC.
PUB DATE- 88
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Current Events; *Geography; *Geography Instruction; Intermediate Grades; Lesson Plans; Maps; *Map Skills; Secondary Education; Social Studies; Teacher Developed Materials

This guide contains 20 classroom activities designed by teachers to study topics in geography with the eventual goal of aiding in the development of geographic literacy in students. The various activities involve map reading skills, climatology, current events, urban development, and community planning. Each activity presentation includes an event description, learning outcomes, essential elements in the activity, fundamental geographic themes covered, learning opportunities in related disciplines, classroom procedures, continuing/extended activity suggestions, an evaluation plan, and required materials and references. Sample maps and exercise sheets are included. (PPB)

ED 307 205 SO 019 955

Dawson, George G.

Economics Assignments for Secondary School Students.

State Univ. of New York, Old Westbury, N.Y. Center for Business and Economic Education.
PUB DATE- 87
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assignments; *Economics; *Economics Education; *Educational Resources; High Schools; *Instructional Materials; Social Studies; Student Projects; Student Research

The suggested assignments in this manual were written to provide the high school economics teacher with ideas for projects and exercises that students might do as homework or as long-term activities. They range from very simple assignments that should take only a few minutes of the student's time, to projects that might require several days or an extended period of time. In terms of difficulty, they range from very easy descriptive types of assignments to those that call for careful thought, research, and analysis. Teachers can select those activities that are suitable for a particular class, group, or individual. Although originally written for use with a particular textbook, these assignments should be applicable to any standard high school economics text or to some of the simpler college texts frequently used in secondary schools. An index is included to help teachers find assignments relevant to their own textbooks. In addition, each major concept, topic, problem, or principle is underlined throughout the document. Most of the suggested assignments have been used by high school economics teachers. An index of economic concepts and topics concludes the document. (GEA)

ED 307 219　　　　SO 020 113

Snaden, James N.; And Others
Microcomputers in Geography.
PUB DATE- Apr 88
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of American Geographers (85th, Phoenix, AZ, April 6-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Games; Computer Simulation; *Computer Software; Databases; Geographic Concepts; *Geography; *Geography Instruction; Higher Education; *Instructional Improvement; *Microcomputers
IDENTIFIERS- *Software Development

Geographers in the United States rely heavily on microcomputers. They employ microcomputers to enhance three general categories of tasks: word processing and other productivity needs, geographic instruction, and discipline-specific applications. Word processing and desktop publishing continue to be the primary uses of microcomputers by geographers. Creation of charts and graphs is common, and increasingly, spreadsheets, database management systems, and gradebook programs are being used. The effectiveness of instruction using computers is difficult to determine as the medium is relatively new and evolving rapidly. Computer-assisted instruction and computer-assisted learning are discussed, as are examples of each: tutorials, simulations, games, and databases. Microcomputer uses essentially unique to geography include the acquisition and display of digital data, digital image analysis, computer mapping, geographical information systems (GIS), and statistical analysis of spatial problems. Software packages are described for applications such as digitized XYZ terrain data, databases, statistics, digital satellite image analysis, computer cartography, GIS, and spatial analysis. Four examples of computer-generated contour maps and demographic maps are presented. Geographers must be active participants in the development of geographic software. Geographic curriculum should incorporate more computer training so students can go beyond the boundaries of users and become developers. Unless geographers become developers, geographic software will be produced by others, thereby limiting geographers' control over content and quality. A 20-item bibliography is included. (GEA)

ED 307 293 TM 013 293

Plake, Barbara S.; And Others
Factors Influencing the Degree of Intrajudge Consistency during the Standard Setting Process.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cutting Scores; Evaluation Methods; Evaluative Thinking; *Evaluators; *Interrater Reliability; Item Analysis; Minimum Competencies; Rating Scales; *Standards
IDENTIFIERS- *Standard Setting

The accuracy of standards obtained from judgmental methods is dependent on the quality of the judgments made by experts throughout the standard setting process. One important dimension of the quality of these judgments is the consistency of the judges' perceptions with item performance of minimally competent candidates. Several interrelated sources of intrajudge consistency can be identified. Variables related to the judges themselves may provide a source of differential consistency of ratings during the standard setting process. Aspects of the items within the examination evaluated in the standard setting process may be an additional contributing source of intrajudge consistency. These two types of factors may interact to yield an additional source of inaccuracy in the judges' ratings. Finally, dimensions of the cutoff study could affect the degree of intrajudge consistency. Strategies to improve intrajudge consistency include: (1) periodic rating; (2) utilizing estimates of minimally competent item performance; (3) analyzing empirical data on item performance; (4) reviewing mathematical models for estimates of item performance; and (5) providing descriptive data on judge groups' ratings. Research is needed to demonstrate the potential power of these various techniques. (SLD)

ED 307 161 SE 050 636

The Ozone Layer. UNEP/GEMS Environment Library No. 2.
United Nations Environment Programme, Nairobi (Kenya).
PUB DATE- 87
NOTE- 39p.; For the first issue in this series see SE 050 635. Graphs and drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Air Pollution; Climate; *Conservation (Environment); Earth Science; *Environmental Education; Environmental Influences; Global Approach; Science and Society; Science Instruction; *Scientific Literacy; World Affairs; World Problems
IDENTIFIERS- *Global Environment Monitoring System; *Greenhouse Effect

Since the United Nations Environment Program (UNEP) was created, more than a dozen years ago, public understanding of the environmental issues confronting our planet has increased enormously. The Global Environment Monitoring System (GEMS) has provided several environmental assessments. The aim of the UNEP/GEMS Environment Library is to provide authoritative statements, written in plain language, about the major environmental issues the world is now facing. This issue concerns the ozone layer and the possible effects the lessening of this layer will have on the Earth's climate. An overview of the problem is presented followed by a summation of scientific facts and theories to provide a background to the problem. Major topics include: (1) balance of ozone; (2) atmospheric photochemistry; (3) chemical pollution; (4) models of the atmosphere; (5) ozone concentration measurement; and (6) global warming. The future effects on society and the world are investigated with in-depth discussions of the major resulting problems. Lastly, possible ways of dealing with the problem are identified and summarized. (MVL)

ED 307 235 SP 031 140

Preparing Academically Talented Students for Teaching. Final Report.
Part A: Project Portrayal.

Kent State Univ., Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 89

NOTE- 43p.; For related documents, see SP 031 141-142.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academically Gifted; Field Experience Programs; Higher Education; *Individualized Instruction; Institutional Cooperation; *Mentors; Preservice Teacher Education; *Program Development; Program Implementation; Schools of Education; *Student Recruitment; Teacher Education Curriculum

IDENTIFIERS- *Alternative Teacher Education Program; Kent State University OH

The Alternative Teacher Education Program (ATEP) was developed at Kent State University to attract and motivate academically talented students to enter the teaching profession. The project targeted four major improvements. These include: (1) the establishment of a systematic plan for the identification, recruitment, and selection of able teacher candidates; (2) the creation of four inquiry-based seminars; (3) the establishment of field experience under the guidance of mentor teachers; and (4) the establishment of an individualized system of advisement in teacher education. The intention of this project was to produce beginning teachers who are competent in both the art and science of teaching, mentors who are better prepared to support the development of teachers, and university faculty who can present preservice teachers with research-based information and opportunities for inquiry. This report describes the development and implementation of the program. An evaluation and assessment of progress is presented as well as major outcomes. The implications of the ATEP for others is discussed and the institutional features of the project are considered. The overall strengths and limitations of the ATEP are briefly outlined. (JD)

ED 307 249 SP 031 160

Wilson, David E.
Inservice Education and Teacher Change: A Study of Writing Project Graduates.
PUB DATE- 30 Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Elementary Secondary Education; Inservice Teacher Education; *Participant Satisfaction; *Teacher Attitudes; Teaching Methods; *Writing Instruction; Writing Skills
IDENTIFIERS- *Iowa Writing Project

In the eleven years since its inception, over four thousand teachers from all grade levels and content areas have studied in the Iowa Writing Project's summer institutes. This paper reports on a study on the ways in which the project influences teachers' beliefs and practices. The study was conducted by means of surveys, interviews, case studies, and over 70 hours of classroom observation with participants in the project. Results of the study support the assertion that participation in the Iowa Writing Project can and does change teachers' beliefs and practices about writing and the teaching of writing. (JD)

ED 307 265   SP 031 192

Hayes, Lynda Fender; Ross, Dorene Doerre

Trust versus Control: The Impact of School Leadership on Teacher Reflection.

PUB DATE- Oct 88
NOTE- 30p.; Paper presented at the Florida Conference on Reflective Inquiry: Contexts and Assessments (Orlando, FL, October 20-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Educational Environment; Elementary Secondary Education; *Leadership Styles; *Organizational Climate; Professional Autonomy; *Teacher Administrator Relationship; *Teacher Behavior
IDENTIFIERS- *Reflective Teaching

As teacher educators have worked to encourage teachers to become more reflective, they have noted the important role school context plays in supporting or constraining reflection in action. This study describes one kindergarten teacher's experiences in two contrasting school contexts. The study documents the characteristics of leadership style and of school organization and resources, and processes of communication between faculty and administrators and of curriculum decision making that promoted or hindered this teacher's ability to reflect. These differences had an impact on the curriclum provided by the teacher, on her ability and willingness to accept responsibility for her professional decisions and on her self-confidence and satisfaction with teaching. The discussion of the contrasting features of the school contexts is divided into four sections: contrasting leadership style, school organization and resources, teacher communication with administration, and curriculum decision making. (JD)

ED 307 333 TM 013 506

Elmore, Patricia B.; And Others
Counselor Perceptions of Test Bias: Critical Issues in Test Use and Interpretation.
PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; Counselors; Counselor Training; Elementary Secondary Education; Higher Education; *School Counselors; *Test Bias; Testing Problems; Test Interpretation; Test Use; Workshops
IDENTIFIERS- *Fairness; Fair Use

Thirty-three counselors attending a workshop at the 1988 Annual Convention of the American Association for Counseling and Development were asked to rate six "critical incident" exercises on bias in test content and unfairness in test usage. About two-thirds of the subjects were female, and one-third were male. The subjects ranged in age from 31 to 64 years, with a mean of 45 years. About 30% of the counselors worked in elementary or secondary schools, another 30% were employed in 2-year and 4-year colleges, and the remainder were in a wide variety of other work settings. The six simulation exercises presented to the participants dealt with counselor use of test information at the elementary, secondary, and college levels. Despite special efforts at the beginning of the workshop to define and explain differences between biased test content and unfair test use, many of the participants seemed to be confused and were unable to reach a decision. Few significant relationships between counselors' background and experience and their ratings on these exercises were found. Recentness of having taken a course or workshop in measurement and work setting appeared to be more related to the ratings than did gender, race/ethnicity, age, highest degree, or years of counseling experience. It is recommended that workshops or inservice programs be developed for counselors to instruct them in means of detecting test bias and using tests fairly. (JH)

ED 307 131 SE 050 585

The Effectiveness of the Mathematics, Engineering, Science Achievement (MESA) Program's Administrative and Policy-Making Processes. A Report to the Legislature in Response to Assembly Bill 610 (1985). Commission Report 89-4.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jan 89

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administration; College Science; *Engineering Education; Higher Education; Mathematics Education; *Minority Groups; *Policy Formation; *Science Careers; Science Education; *Science Programs; *Scientific Personnel; Secondary Education; Secondary School Mathematics; Secondary School Science

IDENTIFIERS- *California

The Mathematics, Engineering, Science Achievement (MESA) Program was established in 1970 to increase the number of minority students in college programs. This paper reports the MESA administrative operations and policy-making processes. Part 1 summarizes the background of this study. Part 2 describes MESA's administrative operations and provides evidence on the extent to which the program is functioning as "a cooperative effort of secondary and postsecondary educational institutions working with private industry." Part 3 discusses MESA's policy decision-making process, with particular attention to the extent to which its board of directors is functioning as prescribed in the law. This section includes a brief discussion of the extent to which MESA is achieving its goal. Finally, part 4 presents four conclusions about MESA and four recommendations to enhance its administrative and policy-making process for the future. Appendices include: (1) "Assembly Bill 610 (1985)"; (2) "MESA's Industry Advisory Board"; and (3) "MESA's Board of Directors." (YP)

Gearing Up: How to Start a Precollege Minority Engineering Program.
National Action Council for Minorities in Engineering, Inc., New York, NY.
PUB DATE- 87
NOTE- 84p.
AVAILABLE FROM- NACME, Inc., 3 West 35th Street, New York, NY 10001 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Engineering Education; High Schools; *Minority Groups; Models; *Organizational Development; Program Administration; Program Design; *Program Development; Program Implementation; Proposal Writing; *Science Curriculum; *Secondary School Science

Based on the expertise generated by years of work in minority engineering program development, this handbook consolidates the experiences of program directors, industry sponsors, and school system collaborators. Its purpose is to provide quidelines for setting up a comprehensive precollege engineering program. Discussions include: (1) history; (2) assessing community needs; (3) assembling support teams; (4) organizational structure; (5) starting up; (6) program administration; and (7) public relations. Appendices include directories of program administrators, lists of resources, publications, and program models, statistics on minority engineering enrollment and academic preparedness of high school students, directions for writing a program proposal, and definitions and illustrations of operational plans. (CW)

ED 307 177 SO 019 819

Census Education Project: 1990.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Aug 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Class Activities; *Current Events; Elementary Secondary Education; Language Arts; Lesson Plans; Mathematics; Sciences; *Social Studies; Worksheets
IDENTIFIERS- *Census 1990

This teaching kit is a reusable classroom resource for K-12 teachers in social studies, mathematics, science, and language arts. It contains 10 instructional activities with professionally prepared worksheets, procedural notes, background information, glossary, and samples of census data from the past and present. K-2 students learn about the census and participate in a simulation of the census process. In grades 2-6, students learn the concepts of complete count and undercount, prepare maps, summarize data, and make decisions. In grades 4-7, students learn census terminology and and census history. Students in grades 3-10 participate in and conduct a home and hobby survey. Students in grades 4-8 gain hands-on experience using census-like data to decide about community services and businesses. Changes in population size and distribution are considered in the plan for grades 5-12. In grades 6-12, students examine recent census area and population data to identify extreme cases and study changes over time. Three lessons are included for grades 7-12. Students study the process of designing, conducting, and analyzing survey results; study census data and discuss population diversity, business and community planning, and the housing industry; and examine historical census data and primary sources to gain insight into changing data needs and a sense of the historic nature of the census in this country. Several lessons include materials in English and Spanish. The kit also includes "Suggested School and District Outreach Activities"; "Educator's Guide to the 1990 Census"; and "Census Bureau Teaching Resources Guide." (GEA)

ED 307 191 SO 019 893

Adams, Juanita, Ed.
Universal Declaration of Human Rights: 40th Anniversary.
Department of State, Washington, DC. Bureau of Public Affairs.
PUB DATE- Dec 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Civil Liberties; *Diplomatic History; Primary Sources; *United States History; World Affairs; World History
IDENTIFIERS- Bill of Rights; *United Nations; *Universal Declaration of Human Rights

December 10, 1988, marks the 40th anniversary of the adoption by the United Nations of the Universal Declaration of Human Rights. The Declaration represents the first comprehensive, global statement on basic human rights, embracing many of the values long held by U.S. citizens; and it urges all peoples and all nations to promote respect for the rights it proclaims and to strive for their universal and effective recognition and observance. The lessons of World War II demonstrated that governments which deny basic human rights to their own people are likely to use aggression to deny human rights to people of other countries. The United States has led the effort to expand observance of the Declaration's principles throughout the world. A history of the process leading to the Declaration, its implementation through the years, and the continuing effort to implement the Declaration are given. The Declaration itself is reproduced in the appendix. (PPB)

ED 307 307 TM 013 365

Tracy, Saundra J.; Schuttenberg, Ernest

An Investigation of Participant Utilization of Assessment Center Results for Professional Development.

PUB DATE- Mar 89
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Made possible by a grant from State of Ohio Research Challenge Program.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Evaluation; *Assessment Centers (Personnel); Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; *Personnel Evaluation; *Professional Development; School Administration; Skill Development; *Staff Development; Teacher Improvement

The professional developmental activities of participants after assessment were studied in a situation where no specific developmental program was provided by the assessment center or the sponsoring organization. Characteristics of participants were studied to determine if certain types of persons are more likely to conduct follow-up activities to increase their skills after assessment. Of the initial sample of 104 educators who took part in a regional school administrator assessment center project over a 2-year period, 46 returned mailed questionnaires (the Myers-Briggs Type Indicator (MBTI), the Self-Directed Learning Readiness Scale, and an information sheet) and agreed to be interviewed by telephone. Forty-two of these subjects had taken some developmental action in the area of skill improvement. Those who took improvement actions were fairly equally distributed by gender, race, assessor's overall evaluation scores, and experience in education and administration. The large majority worked on developing two or three skills and there was a strong tendency for respondents to seek to improve the skills that had been rated relatively low during the assessment center process. Improvement strategies included a wide variety of activities, from enrollment in a formal course to finding a way to practice a skill on one's own. When participants rated their own improvement, intuitive types on the MBTI tended to indicate more improvement than sensing counterparts. Reasons sponsoring agencies gave for participation in assessment did not relate primarily to the efforts of participants to improve their skills. In the final analysis, many more participants used the process in selection than previously indicated. The participants appear to have created their own opportunities for growth, indicating that a formally structured program is not a necessity for professional growth after assessment. Ten tables provide study findings. (SLD)

ED 307 320 TM 013 462

Rudner, Lawrence M.; Wise, Lauress L.
ERIC/TM--A Growing Resource.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
CONTRACT- RI-88-062003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Bibliographic Databases; *Clearinghouses; Database Management Systems; Database Producers; *Databases; *Documentation; Educational Research; *Educational Resources; Information Services; *Information Systems; Research Tools; Resource Centers
IDENTIFIERS- *ERIC Clearinghouse on Tests Measurement Evaluation

The Educational Resources Information Center (ERIC) is one of the major bibliographic databases in the world. The ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) contributes to this database by acquiring, selecting, and processing documents pertaining to all aspects of testing, evaluation, and learning theory. The ERIC/TM has become a vital resource within its area of expertise. The scope of the ERIC/TM includes tests and other measurement devices, and documents that discuss such instruments; methodology of measurement and evaluation; evaluation of programs, projects, and procedures; research design and methodology; human development; and learning theory. Improvements needed by the ERIC system are: (1) serving a wider audience within the educational community; (2) expanding dissemination activities for this audience; (3) collaborating more closely with existing systems and networks; and (4) controlling quality. Recent improvements to the ERIC/TM have been in the areas of improved document acquisition and processing; better quality and more relevant products; and improved dissemination of information. The ERIC/TM is establishing a structure to make all these activities possible; the cooperation and involvement of the measurement community is essential. (SLD)

ED 307 347 UD 026 743

ESEA Chapter 1 of Title 1 Budget/Amendment Process.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Mar 89

NOTE- 50p.

AVAILABLE FROM- North Carolina Department of Public Instruction, 116 West Edenton Street, Education Building, Raleigh, NC 27603-1712.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Budgets; *Compensatory Education; Economically Disadvantaged; Elementary Secondary Education; Federal Programs; Low Income Groups; *Program Budgeting; *Records (Forms); State Federal Aid; *Superintendents

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *North Carolina

This document consists of examples of budget forms to assist school district superintendents in North Carolina in administering funds for programs for low-income students under Chapter 1 of the Education Consolidation and Improvement Act. General information is supplied on the following topics: (1) budgets; (2) amendments; (3) substitute teacher pay; (4) career development salaries; (5) unemployment insurance; (6) unbudgeted federal grant funds; (7) National Diffusion Network (NDN) Projects; (8) classified principal increments; (9) carry-over and waiver provisions; and (10) administration and support costs. Examples of the following are provided: (1) an approved budget and supplementary schedules; (2) an equipment disposition request; (3) a budget amendment request; and (4) samples of all budget forms with instructions for completion. (FMW)

ED 307 162 SE 050 637

Entwisle, Doris R.; Alexander, Karl L.
Beginning School Math Competence: Minority and Majority Comparisons. Report No. 34.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 52p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Cognitive Structures; *Elementary School Mathematics; *Family Influence; Grade 1; Learning Strategies; Mathematical Concepts; *Mathematics Achievement; Minority Group Influences; Primary Education; Racial Differences; Sex Differences; *Socioeconomic Background; Socioeconomic Influences
IDENTIFIERS- Mathematics Education Research

This paper uses a structural model with a large random sample of urban children to explain children's competence in math concepts and computation at the time they begin first grade. These two aspects of math ability respond differently to environmental resources, with math concepts much more responsive to family factors before formal schooling begins than is computation. In this sample blacks and whites are equivalent in terms of computational and verbal skills as measured by the California Achievement Test (CAT) at the start of grade one. However, black boys equal white boys and white girls in terms of math concepts (reasoning skills) but black girls are about one quarter of a standard deviation lower than others in terms of math concepts on the CAT. Both black and white children of all socioeconomic levels respond to parents' psychological resources: net of ability or other factors, children score higher if parents expect them to do well. Socioeconomic resources in the home also help both groups. In particular, the parent's being a high school graduate as opposed to a drop-out is important. When parents' material and psychological resources are taken into account, family configuration (solo motherhood vs. other types) has no discernible effects on either type of math performance. There are 48 references listed. (Author/DC)

ED 307 206 SO 019 997

Ediger, Marlow
Philosophy of Computer Use in the Social Studies.
PUB DATE- 30 Mar 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Curriculum Enrichment; Educational Objectives; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Existentialism; Realism; *Social Studies; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- Experimentalism; Idealism

Four philosophies of computer use in the social studies field are discussed, each representing a unique school of thought in teaching and learning. They are idealism, realism, experimentation, and existentialism. Idealists believe in an idea-centered social studies curriculum. Tutorial programs, carefully selected to achieve relevant goals, may well present subject matter to students in a logical sequence. Realism stresses that one can know the real world as it truly is. Teachers adhering to realism as an educational philosophy select learning opportunities for students to attain precise objectives. After completing the software program, teachers measure if students have/have not been successful in goal attainment. Experimentalism stresses a problem-solving procedure, for which a flexible model is presented. Software must assist students to secure knowledge directly related to the problem, which should be life-like and real. Existentialist social studies teachers advocate students learning to choose and make decisions. A learning center approach, in which students select desired tasks and software programs, while omitting those not having a perceived purpose, might well emphasize existentialist tenets. The student is responsible for his/her choices. A second plan involves student-teacher planning of objectives, learning opportunities, and appraisal procedures. Students might choose which software packages to use in a given unit. Under any philosophy, software should be instrumental to problem solving in the social studies. Criteria for software selection are presented, as is a 7-item bibliography. (GEA)

ED 307 220   SO 020 114

Wright, A. J.
Legal Aspects of Oral History Collections. A Report to the Oral History Committee of the Medical Library Association.
PUB DATE- Apr 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Archives; Audiotape Recordings; *Contracts; *Copyrights; Interviews; *Laws; *Legal Responsibility; Library Administration; *Library Collections; *Oral History

Legal implications of oral history research and collection can be divided into four broad areas of concern, including copyright, restriction of access, libel, and contracts. This document presents highlights from various authorities in each of these areas. Peterson notes that interviewers and interviewees hold the copyright to their own words; a single oral history embodies two copyrights. Archives should seek transfer of copyright to themselves so they are able to bring suit for infringement if another individual or institution uses the words of the interview. Pierce states that the interviewer and narrator should both sign legal releases for interview content and residual property rights. Four areas of archival material may require access restrictions: privacy concerns and business, personal and investigative information. Four basic privacy invasions are identified, noting that privacy is a right of living individuals only. Libel is the written defamation of a person's character or reputation. Since oral histories are taped and/or transcribed, defamation contained therein would be libel. Duckett contends that a curator, the institution, the interviewer, and the narrator can all be held liable for damages in a libel suit. Oral history materials can be covered to a great extent by the same type of contracts which are associated with archival and manuscript material. Unique considerations concerning oral history contracts are discussed. Librarians with oral history collections should make use of competent legal advice. A 9-item bibliography of the cited authorities is included. (GEA)

ED 307 250 SP 031 162

Hargreaves, Andy
Teachers' Work and the Politics of Time and Space.
PUB DATE- Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Education; Elementary School Teachers; Planning; Professional Recognition; *Released Time; *School Policy; *Teacher Administrator Relationship; *Time Management; *Time Perspective

The theoretical analysis of time and teachers' work presented here arises from an ongoing project studying elementary principals' and teachers' perceptions and uses of preparation or planning time within the school day. Many school boards in Ontario now provide their elementary teachers with a guaranteed minimum amount of scheduling time for purposes of preparation, planning, and other support activities. Drawing on a sample of 18 schools in three school boards, the study investigates how preparation time is perceived and used in a board where such time is being newly instituted, in a board where preparation time has been in place for some years, and in a board where such time is related to a specific initiative designed to foster collaborative planning among teachers. The study focuses not just on perceptions and uses of preparation time in particular, but also on the nature of the broader aspects of the work which teachers undertake outside of their scheduled class time. Five interrelated dimensions of time are discussed, particularly as they apply to teachers' work: technical-rational time, micropolitical time, phenominological time, physical time, and sociopolitical time. A warning is raised that the administrative tendency is to exert tighter control over teachers' work and their time, to regulate and rationalize it and to break it down into small, discrete components. (JD)

ED 307 281 TM 013 213

Engelhard, George, Jr.; And Others

Accuracy of Bias Review Judges in Identifying Differential Item Functioning on Teacher Certification Tests.

PUB DATE- 11 Apr 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Evaluators; Interrater Reliability; Item Analysis; Latent Trait Theory; *Licensing Examinations (Professions); Racial Bias; *Racial Differences; *Teacher Certification; *Test Bias; Testing Problems; Test Items; White Students
IDENTIFIERS- *Accuracy; *Differential Item Performance; Review Panels

Whether judges on bias review committees can identify test items that function differently for black and white examinees was studied. Judges (n=42) on three bias review committees were asked to examine a set of items and predict differential item functioning (DIF) without empirical data. Test items from teacher certification tests in the content fields of early childhood (n=11), administration and supervision (n=15), and middle childhood (n=16) were examined. Each committee examined 40 items. Agreement between judgmental and empirical indices of DIF were determined. The results suggest that the agreement between the bias review judges and the empirical indices are generally not beyond what would be expected by chance, although each field had one to two judges who exhibited statistically significant agreement with the empirical indices of DIF. The data also indicate that the judges were unlikely to classify items as "favoring blacks." Suggestions for future research on the identification of biased items and the practical implications of this study are discussed. Five tables present the data. (Author/SLD)

ED 307 294 TM 013 300

Pugh, Wesley C.
Moving into the Next Phase of "School Effectiveness"--with Heavy Baggage: An Evaluation of a Districtwide School Improvement Project.

PUB DATE- Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Desegregation Plans; Educational Administration; Educational Environment; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; Ethnic Groups; Needs Assessment; Politics of Education; *Program Evaluation; Program Implementation; School Districts; *School Effectiveness; School Policy; Staff Development; *Urban Schools

Using a microanalytic case study approach, school effectiveness/school improvement strategies in a Northeastern urban public school district are examined. Recent research findings have indicated inconclusive and, at times, negative results related to the implementation of such strategies. The 202,469 students enrolled in 257 schools within the school district studied represent a broad range of ethnic groups (63.4% were black). Prior to the school improvement efforts, the school district was characterized by political difficulties, fiscal instability, and internal turmoil. The improvement plan focused on the elementary level and included a desegregation effort. The data trends indicated that while a worsening of school climate in the school improvement project schools was not a dominant feature, no claims of improvement in the overall project could be determined from the data. Major stages of evolution were: (1) introduction of the program and assessment of staffs' understanding of the goals; (2) assessment of school climate variables; and (3) collective discussions and proposals for action by school building improvement councils that met with central administration staff to formulate plans. It appears that, although school effectiveness tenets are viable means of initiating educational reform, the major impediment to school effectiveness/school improvement projects appears to be the issue of implementation. Implementation and related issues suggest that teacher empowerment is a critical aspect of this and all other attempts toward producing quality education. The future direction of the urban school improvement project, which focuses on a holistic approach to educating the so-called "disadvantaged" or "at risk" student, is discussed. A 44-item list of references is included. (TJH)

ED 307 360 UD 026 783

No Time to Lose: New York State Summit on Black and Hispanic Children. Year 1 Report.

New York State Dept. of Social Services, Albany.

SPONS. AGENCY- Foundation for Child Development, New York, N.Y.; New York Community Trust, N.Y.

PUB DATE- 89

NOTE- 90p.; For related documents, see UD 026 784-785.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agency Cooperation; Blacks; *Child Welfare; *Community Involvement; *Cooperative Programs; High Risk Students; Hispanic Americans; *Minority Group Children; *Outreach Programs; Program Descriptions; Program Implementation; State Programs; *Urban Programs

IDENTIFIERS- *New York

This report describes the first-year implementation of the New York State Department of Social Services' (DSS) "No Time to Lose" initiative, whose goal is to implement the recommendations of the New York State Summit on Black and Hispanic Children in conjunction with the Governor's declaration of "The Decade of the Child." During the first year of the 10-year program, DSS focused on the following objectives: (1) the establishment of linkages with other state agencies engaged in Decade of the Child initiatives and programs which affect inner-city children and their families; (2) development and dissemination of informational and training materials to promote the development of concrete responses to local needs; and (3) the engagement of community activists in Blueprints for Action projects, and an increase in community efforts to initiate policies and programs in high need communities in New York State. Blueprint for Action programs at all levels are summarized, the status of each of the Summit's goals is reviewed, and goals for the 1990's are listed. The appendices comprise the following: (1) a list of resources for the Decade of the Child; (2) a summary of recommendations from the Summit; (3) a summary of recent significant New York State legislation; (4) summary "Blueprints for Action" submitted by 31 participating organizations; (5) commentaries on program priorities; and (6) copies of the Fall, Summer and Spring issues of the "No Time to Lose" quarterly newsletter. (FMW)

ED 307 373 UD 026 815

Barnes, Roberta Ott
Modeling Student Participation in School Nutrition Programs.
Urban Inst., Washington, D.C.
PUB DATE- 28 Oct 88
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Public Policy Analysis and Management (10th, Seattle, WA, October 27-29, 1988).
AVAILABLE FROM- The Urban Institute, P.O. Box 7273, Department C, Washington, DC 20044 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Breakfast Programs; Economically Disadvantaged; Elementary School Students; Elementary Secondary Education; *Lunch Programs; Models; Predictive Measurement; *Predictor Variables; Secondary School Students; *Student Costs; *Student Participation
IDENTIFIERS- *Pricing

This report describes the analyses of student participation in two school nutrition programs, the School Breakfast Program (SBP) and the National School Lunch Program (NSLP). Data were collected from students and their families during the 1983-84 school year as part of the National Evaluation of the School Nutrition Programs (NESNP). Each program was analyzed separately since the extent of student coverage varies. Primary focus was on the estimates of how student participation was affected by changes in the meal price, a key policy tool that program administrators can use to influence both student participation and program revenues simultaneously. The price elasticity of participation provided a convenient measure to judge student response to change in meal prices. Findings indicated that participation in the NSLP was generally inelastic; students were relatively unresponsive to lunch price increases.

Participation in the SBP was found to be more elastic; as breakfast prices increased participation could be expected to drop rapidly. Statistical data are included on four tables. A 16-item bibliography is appended. (FMW)

ED 307 192 SO 019 895

Nelson, Michael
A Future for Civic Education.
PUB DATE- 5 Oct 88
NOTE- 28p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). Figures may not reproduce clearly. For related documents, see ED 302 474, SO 019 886-887, and SO 019 896-898.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Civics; Critical Thinking; *Current Events; Government School Relationship; Instructional Materials; Mass Media Effects; *Mass Media Use; *News Media; Newspapers; Resource Materials; Secondary Education; Social Studies; Television

Teaching students how to be intelligent newspaper readers and television watchers is one of the most useful and interesting ways to help them bridge their current and future lives and to understand the role of the news media in a democratic society. Understanding of the media is a prerequisite to effective citizen participation in politics and government. A basic knowledge of the institutions and processes of the U.S. political system provides a framework for an appreciation of the role of the news media. News events should not be taught in the abstract; but instead should be connected to students' daily lives. Civic education teachers should help students recognize limitations of the media in regard to the scope and depth of news coverage. This is best taught by using actual media materials in the classroom. An examination of the "NBC Nightly News" and the "USA Today" newspaper for the week of August 29-September 2, 1988, revealed eight themes that could be of interest to civic educators: (1) the political aspects of nonpolitical news; (2) the presence of politics and government in the daily life of the United States citizen; (3) politics and schools; (4) citizen participation in politics; (5) the agencies of governmental bureaucracy; (6) the courts as policy makers; (7) international news coverage; and (8) polls and other statistical data. Relevant examples of media coverage are given for each theme. Two examples of statistics from "USA Today" are provided. (PPB)

ED 307 236   SP 031 141

Preparing Academically Talented Students for Teaching. Final Report. Part B: Program Assessment Report.

Kent State Univ., Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 62p.; For related documents, see SP 031 140-142.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; Higher Education; *Individualized Instruction; Institutional Cooperation; *Mentors; Preservice Teacher Education; *Program Evaluation; Role Models; Student Attitudes; *Student Characteristics; *Student Recruitment

IDENTIFIERS- *Alternative Teacher Education Program; Kent State University OH

This report presents an evaluation of the Alternative Teacher Education Program (ATEP) at Kent State University, which was developed to recruit and retain academically gifted students into teacher education. Three categories of questions form the basis for the evaluation: (1) How effective was the collaborative planning and monitoring process developed to construct and implement this project? (2) How do bright students perceive learning to teach? and (3) How effective were the four progam innovations (recruitment and selection of a cohort group; development of school-base mentors; research-based inquiry-oriented seminars; and advising for individualized program planning)? The program components are described briefly. Charts are presented outlining the major research questions, the timing of data collection, the data sources and the type of data collected. Because the project is developmental, much of the data collected was descriptive in nature. The results are discussed in a section subdivided by the three major research questions. A discussion is presented on the effectiveness of the four program components. Results from the evaluation indicated that the ATEP was successfully planned and implemented and that the level of satisfaction among participants was high. (JD)

ED 307 266 SP 031 193

Weade, Regina
Action Research: Problematics and Possibilities.
PUB DATE- Oct 88
NOTE- 35p.; Paper presented at the Florida Conference on Reflective Inquiry: Contexts and Assessments (Orlando, FL, October 20-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Classroom Research; *Collegiality; Higher Education; Preservice Teacher Education; *Research Utilization; *Theory Practice Relationship

In this paper, action research is examined as a quintessential example of the relocation of the study of teaching from laboratory to classroom. Selected problematics in its practice, including the aims of inquiry, the nature of collaboration, and the anticipated audience for its outcomes are defined as inevitable challenges to be confronted. Arguments are raised to suggest the need for dynamic reconfiguration of these challenges within a situated model of the classroom context. In this way, the existence of constraints on what can occur in classrooms is acknowledged, yet possibilities for how action research might be realized are illuminated. It is pointed out that the juxtaposition of both supports and constraints in the classroom context presupposes a potential for active construction of theory/practice relationships. The paper focuses on an assorted set of investigations conducted by non-expert preservice teachers enrolled in an innovative teacher education program. A selected set of dimensions for distinguishing among alternative approaches to the nature and conduct of action research is suggested. A sample (16) of the 102 action research projects were reviewed to show the range of topical areas pursued, and to raise questions about findings and recommendations generated by the students. (JD)

ED 307 334 TM 013 512

Goldstein, Harvey
Equity in Testing after Golden Rule.
PUB DATE- Mar 89
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Latent Trait Theory; *Racial Bias; *Test Bias; Test Construction; Testing Problems; Test Items
IDENTIFIERS- *Bias Elimination Procedures; Educational Testing

Service; Golden Rule Insurance Company v ETS; *One Parameter Model

The use of "bias elimination procedures" to reduce the racial bias of test items is discussed. These procedures were forwarded by G. R. Anrig (1988) and R. L. Linn and F. Drasgow (1987). Anrig stated that subjects who "know the same amount about a test item" should have a similar chance of answering it correctly "regardless of their race, sex, or ethnic background." Linn and Drasgow stated that an adequate approach to detecting item bias "requires a means of distinguishing between differences that are due to group differences in the developed skills of the test takers and those that are due to extraneous factors." The latter researchers propose a one-dimensional item response theory (IRT) criterion. However, this procedure provides no agreed external criterion for making a judgment concerning bias. A requirement to select those items that minimize group differences on the final test does appear to meet a general requirement for equity; this is the procedure forwarded by the Golden Rule Insurance Company in its debate with the Educational Testing Service. It is concluded that: (1) there may be no purely technical solution to the problems of test bias; (2) the test construction process should recognize the need to make ideological and social choices; and (3) IRT theory will not provide a solution. (TJH)

ED 307 132 SE 050 586

Lee, Valerie E.; Stewart, Carolee
National Assessment of Educational Progress Proficiency in Mathematics and Science: 1985-86. Catholic and Public Schools Compared. Final Report 1989.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-025-9
PUB DATE- 89

NOTE- 73p.; Graphs may not reproduce well.
AVAILABLE FROM- National Catholic Education Association, 1077 30th Street, NW, Suite 100, Washington, DC 20007-3852 ($5.00 member, $6.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Schools; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Family Characteristics; *Mathematics Achievement; Mathematics Education; Mathematics Tests; *Public Schools; Science Tests; Secondary School Mathematics; Secondary School Science; Sex Differences
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement

In this report, the mathematics and science proficiency of students in third, seventh, and eleventh grades in Catholic schools was compared to the national average of the 1985-86 National Assessment of Mathematics and Science. The introduction describes the differences in reading/writing and mathematics/science that the National Assessment of Educational Progress reports and the background characteristics of Catholic and public schools. Included in the second chapter are the proficienies related to: (1) demographic characteristics and family background; (2) school characteristics; (3) student behavior; (4) course work in computer, mathematics and science by eleventh-graders; and (5) social differences in course work. This paper concludes that Catholic school mathematics and science proficiency levels at grades three, seven, and eleven are above those of public school students. The differences between students in Catholic and public schools which relate to the association between family background and course-taking, and academic proficiency are summarized. Five levels of mathematics and science proficiency are appended. (YP)

ED 307 147 SE 050 604

Landis, Raymond B.
Academic Gamesmanship: Becoming a "Master" Engineering Student.
National Action Council for Minorities in Engineering, Inc., New York, NY.
PUB DATE- 87

NOTE- 25p.
AVAILABLE FROM- NACME, Inc., 3 West 35th Street, New York, NY 10001 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *College Science; *Engineering Education; Higher Education; *High Risk Students; *Minority Groups; *Student Attitudes; Student Experience; Student Interests; Student Motivation; Undergraduate Study

The study of engineering can be likened to a game. To become a master student, one must not only play the game but devote time and energy to learning how to play it. The purpose of this book is to give students ideas and perspectives which must be addressed in order to be effective students. It focuses on the nonacademic aspects of being a student. This book seeks to help students adjust their attitude and approach so that they can achieve in the science and mathematics courses they will need to master to become engineers. Discussions include: (1) motivation; (2) career awareness; (3) goal setting; (4) life structure; (5) positive focus; (6) college as an opportunity; (7) getting help; (8) developing study skills; and (9) personal care. (CW)

ED 307 178 SO 019 820

Scanlon, Thomas M.
Patrick Henry.
PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Biographies; *Colonial History (United States); *Patriotism; *Political Attitudes; Political Influences; Political Power; *Revolutionary War (United States)
IDENTIFIERS- Eighteenth Century; *Henry (Patrick); Virginia

Patrick Henry dominated the politics of Virginia and was a powerful voice in the affairs of the early United States. He became a lawyer at age 23 and rose to prominence following his victory in "The Parsons Case." Soon after, he was elected to the House of Burgesses where he challenged the control of the wealthy, established members and shocked people with his seemingly treasonous attack on the Stamp Act of 1764. At the first colonial convention in Philadelphia, Patrick met John and Sam Adams and other prominent patriots who were convinced that war with England was inevitable. In March 1775, calling for immediate war mobilization, he delivered his famous "give me liberty, or give me death" speech. This propelled him to national prominence as a leader among patriots and their most brilliant orator. He was elected Colonel of Virginia's First Regiment and the Commander-in-Chief of all Virginian troops. In June of 1776, Henry and his cohorts urged the Continental Congress to declare independence, and secured the approval of a Declaration of Rights for Virginia--thereby advancing the cause of religious liberty. Henry was elected Virginia's first governor under the state's new constitution. Refusing a fourth term, he declined all offers of national office and devoted himself to the Virginia Assembly. He refused to participate in the Constitutional Convention of 1787 and rallied the support of anti-ratification delegates in Virginia. He remained Virginia's most powerful statesman until his death in 1799. Eleven references are included. (GEA)

ED 307 348 UD 026 745

Piel, John A.; Conwell, Catherine R.
Differences in Perceptions between Afro-American and Anglo-American Males and Females in Cooperative Learning Groups.
North Carolina Univ., Charlotte.
PUB DATE- 89
NOTE- 20p.
AVAILABLE FROM- Dr. Catherine R. Conwell, Department of Curriculum and Instruction, University of North Carolina at Charlotte, Charlotte, NC 28223.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Classroom Research; *Cooperative Learning; Grouping (Instructional Purposes); *Intergroup Relations; Intermediate Grades; Naturalistic Observation; Racial Differences; *Racial Relations; Self Concept; Sex Role; *Student Attitudes; Student Role; Urban Schools; *White Students
IDENTIFIERS- Male Female Relationship

The effects of cooperative learning on students' perceptions of themselves and their roles in academic settings are explored. A group of 28 students from seven intermediate classrooms in an urban school system were selected to be videotaped while participating in a cooperative problem-solving lesson and were subsequently interviewed. The students were grouped heterogeneously by race and sex, and homogeneously by ability. The students' responses to the cooperative learning setting were analyzed within the following four major categories: (1) achievement level; (2) personal worth; (3) formation of friendships with students of different ethnic groups and sexes; and (4) enjoyment of school. Although responses in all four categories were positive for the majority of the students, significant differences in the perceptions of black and white, and of female and male students were found. These findings suggest that despite the demonstrated value of cooperative learning settings, they may subtly reinforce racial and sexual normative roles. The study concludes with the following three recommendations for future research: (1) teacher effect and experience should be considered and controlled; (2) individual group dynamics should be carefully studied; and (3) teacher role in structuring outcomes in cooperative groups should be investigated. A 13-item list of references is appended. (AF)

ED 307 163 SE 050 638

Dobson, Dorothy Tousley; Archer, Sally
Adding Life to Social Studies, Language Arts, Math and Science.
Deseret News, Salt Lake City, UT.
PUB DATE- 89
NOTE- 61p.; Deseret News for Youth Series. Drawings and photographs may not reproduce well.
AVAILABLE FROM- Desert News for Youth, P.O. Box 1257, Salt Lake City, UT 84110 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary School Science; Elementary Secondary Education; *Instructional Materials; *Language Arts; *Mathematics Instruction; *Newspapers; Reading Materials; Resource Materials; Science Instruction; Secondary School Science; *Social Studies; *Teacher Developed Materials; Teaching Guides

This booklet is designed to use the newspaper in the teaching of social studies, language arts, math, and science. Each of these major areas is divided into several topics. Each topic is defined, followed by a list of activities using newspaper articles or pictures to develop the topic. The seven topics for social studies are sociology; anthropology; economics; geography; history; political science; and psychology. Included under language arts are reading; writing; grammar; spelling; and speaking and listening. Mathematical topics include numerical concepts; sets; sequences; approximations; place value; addition; subtraction; multiplication; division; decimals; fractions; measurement; ratios; averaging; geometry; graphing; time; and money management. Science topics presented are general science information; weather; and health and safety. Many example articles and pictures are provided. (MVL)

ED 307 207 SO 020 005

U.S.-Soviet Relations. Close Up Special Focus.
Close Up Foundation, Arlington, VA.

PUB DATE- 86
NOTE- 47p.; For the companion teacher's guide, see SO 020 006.
AVAILABLE FROM- Educational Publications, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($7.00; $14.00 for both booklets plus $4.25 postage and handling; $199.00 for set of 4 videotapes, $75.00 for individual tapes, add 10% postage and handling for tapes).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Disarmament; Foreign Countries; *Foreign Policy; Futures (of Society); *History Instruction; Instructional Materials; *International Relations; National Security; Peace; Politics; Reading Materials; Secondary Education; Social Studies; Treaties; War; *World Affairs
IDENTIFIERS- Cold War; Cuban Missile Crisis; Detente; *United States; *USSR

This booklet, part of a video and print educational unit consisting of a student text, a teacher's guide, and four 30-minute videotapes, focuses on the U.S.-Soviet relationship, attempting to distinguish what guides each nation's actions in the world as a whole and with each other. Chapter 1, "Differing World Views," examines how differing geographies, economic systems, and political structures contribute to the competing world views of the United States and the Soviet Union. Chapter 2, "Evolution of U.S.-Soviet Relations," examines the evolution of the current U.S.-Soviet relationship. Topics include the Russian Revolution, World War II, the Cold War, bipolar politics, the Cuban Missile Crisis, detente, and arms control. Chapter 3, "A Critical Issue: The Arms Race," highlights the arms race as the issue that causes the most friction between the superpowers. A history of the arms race is presented, its current state is assessed, and its future course is briefly discussed. In chapter 4, "In Pursuit of Peace," distinguished U.S. and Soviet leaders give their opinions of the direction in which U.S.-Soviet relations should proceed. The viewpoints of U.S. Army General Omar Bradley, Soviet Ambassador Anatoly F. Dobrynin, and U.S. Ambassador Malcolm Toon are presented. A glossary of terms is provided. Twenty-eight references are included. (GEA)

ED 307 221 SO 020 117

Lundeberg, Mary Anna
Making Connections: Developing Leadership among Women in College.
PUB DATE- 26 Jun 88
NOTE- 15p.; Paper presented at the Annual Conference of the National Women's Studies Association (10th, Minneapolis, MN, June 22-26, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Females; Helping Relationship; Higher Education; *Peer Counseling; Peer Relationship; Skill Development; *Student Attitudes; Student Employment; *Student Experience; Student Improvement; *Womens Studies
IDENTIFIERS- Academic Skills; *Student Assistants

This document describes women college students' perceptions of their experiences as student assistants (SAs) in a writing/reading/study skills center. To examine changes in the student assistants' perceptions of their growth, investigators compared two samples of their writing: reflective essays written before the SAs attended orientation or worked in the position, and reflective essays written after they had worked for a year in the center. Eight goals/themes emerged from a content analysis of the initial essays. Four kinds of goals were expressed: social-interpersonal, caring, educational, and vocational. The concerns expressed by these women were categorized into interpersonal/relational, doubting knowledge, doubting skills, and responsibility toward the center. Excerpts from student writings were presented to illustrate both goals and concerns. Caring and empowerment were two major themes which emerged from the final essays at the end of a year's work in the center. Student assistants developed perspectives of themselves as relational leaders who felt connected to the students they assisted and connected to the center. They had a sense of caring and responsibility for listening well, for making decisions about what to teach, and for deciding where to begin. The cooperative atmosphere reported seemed also to stimulate the client students' confidence in learning and the student assistants' personal confidence as well. (GEA)

ED 307 251 SP 031 164

Galbo, Joseph J.; And Others
Recollections of Significant Adults by Preservice Teachers and Nonteaching Students.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *Education Majors; Higher Education; *Identification (Psychology); Individual Characteristics; *Role Models; Self Concept; *Significant Others

A retrospective methodology was used to assess if there are any statistically significant relationships between university students who are in a teacher preparation program or who indicate an interest in becoming a teacher (preservice teachers) compared with those who indicate they are not interested in becoming a teacher (nonteaching students) regarding significant adults recalled while the subjects were in grades K-12. The students are compared across groups and within groups regarding demographic variables such as age, ethnicity, and gender as well as the characteristics of the significant adults who are identified. The preferred characteristics of significant teachers are described in some detail. In general, the findings do not support the primary hypothesis that there are significant differences in the frequency and description of significant adults when preservice teachers are compared to nonteaching students. Preservice teachers do select teachers as significant adults, but these findings may have more practical than statistical significance. The results, particularly with regard to gender and ethnicity, do provide the basis for drawing useful conclusions which have implications for teacher recruitment and for future research. (Author)

ED 307 282 TM 013 220

Arnold, Louise

Performance of Male and Female Students in a Combined Baccalaureate-M.D. Degree Program.

PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bachelors Degrees; Clinical Experience; College Entrance Examinations; College Students; *Doctoral Programs; Females; Grade Point Average; Higher Education; Males; Medical Education; *Medical Students; *Performance Factors; Professional Education; Program Effectiveness; *Sex Differences; Undergraduate Students
IDENTIFIERS- National Board of Medical Examiners; University of Missouri Kansas City

Differences in performance between male and female students in a combined baccalaureate and doctor of medicine (MD) degree program were studied. The University of Missouri-Kansas City offers a 6-year curriculum leading to both degrees. The study group consisted of all entrants into the program in 1972 through 1974 (n=219), 1978 through 1980 (n=280), and 1984 through 1986 (n=264). Women comprised 35% of the 1972 through 1974 matriculants, 46% of the 1978 through 1980 matriculants, and 50% of the 1984 through 1986 matriculants. Performance was measured through academic achievement, grade point average (GPA) and scores on National Board of Medical Examiners examinations (NBME) in years 5 and 6, and clinical performance evaluations. Possible explanations for observed differences were sought by comparing academic, personal, and social characteristics of the students upon entry into the program. Of the 219 students who entered the program in 1972 through 1974, 44 withdrew or were dismissed. Of the 280 students

who entered the program in 1978 through 1980, 52 withdrew or were dismissed. Of the 264 students who entered the program in 1984 through 1986, 52 withdrew or were dismissed. Across all classes, clinical performance of women and men was on a par. Differences found in academic performance involved cumulative and science GPA in the baccalaureate program and scores attained on the NBME. These differences were largely confined to the classes of 1978 through 1980, in which men had outperformed women in these areas even in high school. In the years in which performance was more equal, women had entered the program with superior credentials. Implications of the suggestion that women ought to enter with superior preparation are discussed. Eight tables present study data. (SLD)

ED 307 295 TM 013 301

Jones, Gail
The Effects of Rotation in Canonical Correlation Analysis.
PUB DATE- Mar 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computer Software; *Factor Analysis; Factor Structure; Literature Reviews; *Multivariate Analysis; Predictive Measurement; *Research Methodology
IDENTIFIERS- Invariance Principle; *Rotations (Factor Analysis); Squared Multiple Correlation

Through a review of the literature, this paper explores the viability of the rotation of canonical correlation analysis results. The similarities and dissimilarities between factor analysis and canonical correlation analysis are examined. The logic supporting a preference for the rotation of structure coefficients as opposed to function coefficients is presented, along with some examples. The primary advantage of rotation appears to be an improvement in the interpretability of the results. A second advantage of rotation is that it can be used as an invariance procedure to reveal the common structure between samples. However, these are two distinct applications. Canonical analysis focuses on extracting orthogonal solutions that maximize the relationships between the two sets of variables. A small hypothetical data set is used to illustrate the results of different types of rotation using the ORSIM2 computer program. Concrete examples are used to show the following: (1) the sum of the canonical correlations after rotation is the same as before rotation; (2) the sum of squared multiple correlations after rotation is identical to the sum of pre-rotation squared canonical correlations; and (3) the total predictive power of each variable is unchanged by rotation. Six data tables are included. (Author/TJH)

ED 307 308 TM 013 366

Davis, Alan; Billig, Shelley
The Chapter 1 Self-Assessment Instrument: Internal Consistency of a Program Improvement Tool.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; *Construct Validity; Demonstration Programs; Educational Quality; Elementary Secondary Education; Factor Analysis; Program Evaluation; *Program Improvement; School Effectiveness; *School Surveys; *Self Evaluation (Groups); Test Reliability
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Exploratory Factor Analysis; *Internal Consistency; *Self Assessment Instrument Chapter 1 Prog Quality; Self Report Measures

The internal consistency of the Self Assessment Instrument of Chapter 1 Program Quality (SAICPQ) was studied. This instrument is widely used to assess the implementation of exemplary practices in compensatory education. The SAICPQ is a self-report questionnaire consisting of 13 subscales representing correlates of achievement in studies of effective schools and classrooms. Out of a total of 201 educators familiar with Chapter 1 in 40 school districts in four states, 167 educators returned completed self-assessment instruments. The reliability of the total instrument and each subscale was computed. Further analysis then suggested rough ranking of the subscales by the degree of construct integrity. Exploratory factor analyses then further described the relationship of items to subscales. All but two subscales had reliabilities above 0.80, indicating generally strong internal consistency. Analysis suggested that subscales E (staff development) and G (leadership) may be reliable measures of distinct constructs and in little need of revision, but that subscales A (climate) and M (excellence rewarded) did not appear to measure distinct constructs. Exploratory factor analysis also provided moderate evidence of support for the overall construct integrity of the self-assessment instrument. Modifications to improve the internal consistency of the instrument are discussed. Four tables and one graph present study data. The SAICPQ is appended. (SLD)

ED 307 321 TM 013 463

Auchter, Joan Chikos; Patience, Wayne
Decentralized Large Scale Essay Scoring: Methods for Establishing and Evaluating Score Scale Stability and Reading Reliability.
PUB DATE- Mar 89
NOTE- 41p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decentralization; Equivalency Tests; *Essay Tests; Evaluators; High School Equivalency Programs; Holistic Evaluation; Interrater Reliability; *Scoring; Secondary Education; Testing Problems; *Testing Programs; Writing (Composition); *Writing Evaluation
IDENTIFIERS- Direct Assessment; *General Educational Development Tests; *Large Scale Programs; Score Variation

The methods used by the General Educational Development Testing Service (GEDTS) to establish and maintain score stability and reading reliability on its direct assessment of writing are described. Using the 1988 site certification and monitoring results of several scoring sites, the focus is on describing how the score scale was established and how reader training and certification, scoring site certification, and scoring monitoring procedures were developed and implemented. The Tests of General Educational Development (GED) are used extensively to award high school equivalency diplomas. A writing essay was added in the 1988 administration. The nature of the tests required that essays be scored in decentralized scoring sessions. Holistic scoring with two readers was chosen, with a third reading if scores differed too much. The GED direct assessment is norm-referenced, calling for a descriptive, rather than prescriptive, scoring guide. Chief readers and readers receive training in scoring, and a site is only certified when readers have been trained. Systematic monitoring reduces or eliminates scoring drift. Approximately 150 persons attended the first Chief Reader training. At the end of the first year of site certification, 52 operational scoring sites were established. Monitoring results of 15 sites are presented. Ensuring fair and stable scoring from site to site requires careful planning and systematic procedures. The process so far illustrates the importance of training readers and monitoring the sites. Seven tables present monitoring results. Nine appendices provide additional information about the development process, including scoring, test instructions, and reader requirements. (SLD)

ED 307 361 UD 026 784

Douglas, Alexandria, Ed.; And Others
No Time to Lose.
New York State Dept. of Social Services, Albany.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Fund for the City of New York, N.Y.; Gould Foundation for Children, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Greater New York Fund, N.Y.; New York Community Trust, N.Y.
PUB DATE- 89
NOTE- 57p.; Colored paper may not reproduce well. For related document, see UD 026 783; for Spanish translation, see UD 026 785. Also funded by the New York State Junior League and the Mailman Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Blacks; *Childhood Needs; *Child Welfare; Demography; Elementary Secondary Education; *High Risk Students; *Hispanic Americans; *Minority Group Children; State Programs
IDENTIFIERS- *New York

This report outlines the highlights of the New York State Special Summit on Black and Hispanic Children. One hundred selected leaders from government, private industry, foundations, academia, the religious community, advocacy organizations and voluntary agencies heard presentations from national and state experts and developed recommendations for public and private initiatives on behalf of these children and their families. Chapter 1 contains the statistical data documenting the extent to which Black and Hispanic children are over-represented among the poor, the dropouts, the homeless, and the institutionalized. Chapter 2 includes excerpts from each of the keynote speakers' presentations, and information about "No Time to Lose," a video documentary produced for the summit. Chapter 3 contains the summaries of issues and recommendations developed by the participants to address the following major conference themes: (1) strengthening families and communities; (2) promoting economic self-sufficiency; (3) reversing school dropout and failure rates; (4) assuring quality health care; (5) addressing the child welfare crisis; (6) developing affordable housing and promoting neighborhood renewal; and (7) stopping the cycle of family violence. Chapter 4 contains a summary of the major recommendations. Numerous photographs and three tables of statistical data are included. A list of 47 references is appended to Chapter 1. (FMW)

ED 307 374 UD 026 816

Barnes, Roberta Ott; And Others
Policies To Help Disadvantaged Children: Financing Options for the 1990s. Changing Domestic Priorities Discussion Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Dec 88
NOTE- 54p.
AVAILABLE FROM- The Urban Institute, P.O. Box 7273, Department C, Washington, DC 20044 ($6.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Budgets; *Child Welfare; Compensatory Education; Cost Estimates; *Disadvantaged Youth; Educational Finance; *Federal Programs; *Financial Support; Minority Group Children; Program Evaluation; Retrenchment; Welfare Services
IDENTIFIERS- *Federal Budget

This paper estimates the costs of several approaches to increasing federal assistance to disadvantaged children and evaluates major funding strategies that could overcome the restrictions posed by the federal budget deficit. Approaches favored by conservatives, such as strengthening behavioral standards for children, sponsoring demonstration projects at state and local levels, and giving families with children more choice over the government services they receive, would probably cost between $1 and $4 billion annually. The more comprehensive approaches favored by liberals, which emphasize developing skills and safeguarding health while meeting basic needs for food, shelter and clothing, would probably cost between $10 and $20 billion annually. Different combinations of funding strategies could finance even the most expensive programs, but each has its own set of advantages and disadvantages. The following strategies are evaluated: (1) federal financing through conventional budget procedures; (2) special federal financing mechanisms; (3) state, local, and private financing; and (4) reallocation of federal funds already spent on children. Statistical data are included on six tables. A list of 100

references is appended. (FMW)

ED 307 237   SP 031 142

Preparing Academically Talented Students for Teaching. Final Report. Part C: Practice Profile.

Kent State Univ., Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 85p.; For related documents, see SP 031 140-141.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Field Experience Programs; Higher Education; Individualized Instruction; Institutional Cooperation; Mentors; Preservice Teacher Education; *Program Administration; *Program Effectiveness; Student Characteristics; *Student Recruitment; Teacher Characteristics; *Teacher Education Programs
IDENTIFIERS- *Alternative Teacher Education Program; Kent State University OH

The Alternative Teacher Education Program (ATEP) at Kent State University features the selection of academically able students, an inter-institutional planning council, the matching of a master teacher with a preservice teacher for a 2-year period, an individualized course of study jointly designed by the faculty advisor and student, and the replacement of pre-professional teacher education coursework with a series of inquiry-oriented seminars. This practice profile describes the student, faculty, school district and program characteristics, and also implementation requirements. Charts synthesize the program components in terms of ideal, acceptable, and unacceptable practices. (JD)

ED 307 267 SP 031 194

Ashton, Patricia; Urquhart, Catherine

Detrimental Effects of Mandated Models of Discipline on the Practice of Reflective Teaching.

PUB DATE- 20 Jan 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Instructional Effectiveness; *Student Behavior
IDENTIFIERS- *Assertive Discipline; *Reflective Teaching

The prevailing concern for teacher and student accountability in education and increasing problems with student discipline have led some schools to adopt a single model of classroom discipline. For example, in one district in Florida, Lee Canter's model of assertive discipline, a behavioristic approach to classroom management, was mandated for use throughout the district. The purpose of this paper is, first, to discuss the detrimental effects of requiring teachers to adopt a single model of discipline on teachers' ability to engage in reflective practice and, second, to describe an alternative approach that would foster the development of classroom discipline through reflective practice. (Author)

ED 307 335 TM 013 513

Eissenberg, Thomas E.
An Evaluation of ERIC/TM's Review Process.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
CONTRACT- RI-88-062003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Bibliographic Databases; *Clearinghouses; Databases; *Documentation; Educational Assessment; *Educational Research; Educational Resources; Evaluation Criteria; *Evaluation Methods; Evaluation Research; *Information Systems
IDENTIFIERS- *ERIC Clearinghouse on Tests Measurement Evaluation

An assessment of the review process for selection of documents for inclusion in the Clearinghouse on Tests, Measurement, and Evaluation of the Educational Research Information Center (ERIC/TM) is presented. The review process is used to cull irrelevant or technically flawed material from the over 1,500 acquired documents. The clearinghouse, which is one of the 16 specialized clearinghouses in the ERIC system, acquires, selects, processes, and announces approximately 750 published articles and 800 unpublished documents each year. To date, approximately 14% of the reviewed documents have been rejected and 38% transferred to other clearinghouses. Major review criteria include relevance and timeliness, methodology, and effectiveness of presentation. This study was conducted during November and December of 1988; 17 measurement specialists acted as external reviewers of the ERIC/TM review process. Thirty documents were selected from among those reviewed previously by the clearinghouse; 20 of these were randomly selected from a group of documents that had been accepted since June 1988. In addition, 10 documents rejected since August 1988 were selected. The agreement rates between ERIC/TM and the external reviewers suggest that ERIC/TM is reviewing and accepting documents in a manner consistent with the expectations of the educational community. The ERIC/TM Document Review Form and an outline of review criteria are appended. (TJH)

ED 307 133 SE 050 588

Sheft, Andrea
The Application of Children's Mathematical Intuition to an Elementary Curriculum.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Curriculum Development; *Discussion (Teaching Technique); *Elementary School Mathematics; *Intuition; Kindergarten; Learning Activities; *Manipulative Materials; *Mathematical Concepts; Primary Education; *Student Motivation

This document suggests ways of using children's intuitive ideas about mathematics as a starting point for an elementary curriculum. Ways are discussed to capitalize on what children already know: to cultivate rather than discourage students' intuitive mathematical sense, and to help students make connections between what they know and what they are learning. It includes discussions of utilizing manipulatives to demonstrate relationships of mathematics to the real world, children's literature to aid understanding of mathematical concepts, and children's communication to discuss possible ways of solving a problem. Twelve references are listed. (DC)

ED 307 148 SE 050 605

Mattheis, Floyd E.; Nakayama, Genzo

Effects of a Laboratory-Centered Inquiry Program on Laboratory Skills, Science Process Skills, and Understanding of Science Knowledge in Middle Grades Students.

PUB DATE- Sep 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Grade 6; Grade 7; *Inquiry; Junior High Schools; *Laboratory Procedures; *Learning Strategies; *Middle Schools; *Process Education; Science Activities; Secondary School Science; *Teaching Methods

The purpose of this study was to investigate the effects of a laboratory-centered inquiry program on laboratory skills, science process skills, and knowledge/understanding. The inquiry approach used in the Foundational Approaches in Science Teaching (FAST) program and a traditional science textbook approach were compared in terms of the three major evaluative points mentioned above. During the 1987-88 school year, the FAST 1 program was integrated into a regular science curriculum in the FAST group as a treatment at both sixth and seventh grades, while traditional textbook approaches were predominant in the non-FAST group for each grade level. At the end of the school year, post-tests were administered to both FAST and non-FAST groups. Results indicated that laboratory skills, science process skills, and science achievement as a whole ability were affected by the FAST 1 instruction at each grade level. It was concluded that a laboratory-centered inquiry program (FAST) can enhance student total ability in science and especially laboratory skills and specific science process skills such as graphing and interpreting data. (CW)

ED 307 193 SO 019 896

Garcia, F. Chris
Global Political Concepts In and Out of the "Global Village": Comments on "A Future for Civic Education."
PUB DATE- 7 Oct 88
NOTE- 14p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, Oct 5-7, 1988). For related documents, see ED 302 474, SO 019 886-887, and SO 019 895-898.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; *Community Study; *Global Approach; International Education; *Mass Media Use; *News Media; Resource Materials; Secondary Education; Social Studies; *Television
IDENTIFIERS- International News

Using the news media as resource material in the classroom is an excellent and under-utilized way to bring the reality and diversity of external politics into the classroom. Using that external reality in combination with the internal reality of the schools as unique political communities can provide a more complete and realistic civic education. The development of civic competency in student-citizens requires not only an abstract comprehension of political systems, but also the generation of applied political and media skills. One major emphasis of citizenship education concerns the interdependence of peoples and political entities throughout the world. Television in particular brings the concept of a global village into the classroom and should be used to heighten students' interest in and awareness of civic education. Other major themes of civic education concern the use of the news media as an instructional tool for political systems education, the ubiquitous nature of politics in public affairs reporting, and the importance of teaching competency in coping with bureaucratic systems. (PPB)

ED 307 179 SO 019 859

New Directions in Education. Proceedings from the Moton Conference on Aid to Developing Countries.

Academy for Educational Development, Inc., Washington, D.C.; Friedrich-Naumann Foundation, New York, NY.
PUB DATE- Apr 85
NOTE- 103p.
AVAILABLE FROM- Academy for Educational Development, 1255 23rd Street, NW, Washington, DC 20037 ($4.00 plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Development; *Educational Improvement; *Educational Needs; Educational Quality; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; *International Programs

Twenty senior educators and nationals from Africa, Asia, the Middle East, the Americas, and Europe, met to discuss new directions in education for development. The agenda was bound by three broad themes: new directions and concepts in education to meet development needs; appropriate high technology; and new collaboration between donor and recipient countries. Six purposes consistent with the three topics were outlined: (1) to examine the criticism of current international development projects and policies; (2) to look at the question of greater collaboration between donor and recipient countries in the design and implementation of development projects; (3) to develop and recommend policies that may enhance the effectiveness of development strategies; (4) to outline areas for innovation and research; (5) to propose possible areas for institutional linkages between donor and recipient countries; and (6) to examine interdonor collaboration. Section one of the document summarizes several themes which emerged from the conference. Section two contains nine papers presented at the conference. Finally, section three provides transcriptions from the recorded comments of participants, without attribution, as a way of conveying the freshness and direction of thought. A list of participants and their addresses is included. (GEA)

ED 307 268 SP 031 195

Yinger, Robert J.
Community and Place in the Conversation of Teaching.
PUB DATE- Oct 88
NOTE- 27p.; Paper presented at the Florida Conference on Reflective Inquiry: Contexts and Assessments (Orlando, FL, October 20-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Collegiality; Connected Discourse; *Dialogs (Language); Elementary Secondary Education; *Interpersonal Relationship; *Metacognition; *Self Expression

This essay explores the metaphors of language and conversation as a way to connect thought and action in understanding teaching. The goal of the essay is to look more closely at the influence of context and situation on the conversation of teachers--not only a means of interaction, communication, and thought but also a type of relationship with one's surroundings. The discussion centers around the three partners to a conversation--a practitioner, colleagues (those sharing an interest or objective), and a place (a community of involved persons). The assertion of the essay is that community and place have value, and moreover, that community and place are necessary for healthy practice and healthy people. The conversation of teaching, to be effective and health-giving, must be embedded in a community of practice and place. In school settings, these communities are built through dialogue and discussion, collaboration, services rendered and received, conjoint successes and failures, celebration, and mutual support. (JD)

Leonard, Paul A.; And Others
A Place To Call Home. The Crisis in Housing for the Poor.
Center on Budget and Policy Priorities, Washington, DC.; Low Income Housing Information Service, Washington, DC.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 97p.; Also supported by a grant from Villers Foundation.
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; Census Figures; Family Problems; *Federal Programs; Hispanic Americans; Homeless People; Housing; *Housing Deficiencies; *Housing Needs; *Low Income Groups; Low Rent Housing; Older Adults; One Parent Family; *Poverty; Statistical Analysis; Urban Problems; Welfare Services; Young Adults
IDENTIFIERS- *Housing and Urban Development Act 1968; *Housing Market

For most low-income households, housing has become increasingly unaffordable. High housing cost burdens have serious implications, including the growing problems of homelessness and hunger. Data on national trends and housing conditions suggest that just as the affordable housing problems worsened dramatically for low-income households between the mid-1970s and the mid-1980s, so too are they likely to deteriorate further in the years ahead unless major changes are made in government policies and in the actions of the private sector. This report is based on data from the "American Housing Survey (AHS), 1985" published by the Bureau of the Census and the United States Department of Housing and Urban Development in 1989. The following topics are analyzed: (1) housing burdens on poor households; (2) factors contributing to the housing crisis for the poor; (3) substandard and overcrowded housing; (4) housing assistance for the poor; (5) ominous trends for subsidized housing; (6) characteristics of poor renter and homeowner households; (7) housing problems of Black and Hispanic households; and (8) housing problems of elderly, single-parent, and young households. Statistical data are included on 12 graphs and 13 tables. The appendices comprise a discussion of the standards of housing affordability and descriptions of Federal low-income housing assistance programs. (FMW)

ED 307 375   UD 026 817

Sawhill, Isabel V.
Poverty and the Underclass. Changing Domestic Priorities Discussion Paper.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Nov 88
NOTE- 9p.; In: American Agenda, the Report to the Forty-First President of the United States. Washington, DC, November 1988.
AVAILABLE FROM- The Urban Institute, P.O. Box 7273, Department C, Washington, DC 20044 ($4.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Welfare; *Disadvantaged Youth; Economically Disadvantaged; Employed Parents; *Federal Programs; *Futures (of Society); Ghettos; Minority Group Children; *Poverty; Poverty Programs; *Subcultures; *Urban Problems

The United States has one of the highest poverty rates in the industrialized world, especially among its children and the working poor. The underclass is comprised of a group of 2.5 million chronically poor people who live in inner-city communities where crime, drug abuse, teenage childbearing, dropping out of school, and welfare dependency are commonplace. Poor children should receive priority attention for the following reasons: (1) they are far less likely than other children to become healthy, productive adults; (2) their numbers are growing; (3) a disproportionate number are minorities; (4) they are not responsible for their circumstances; (5) future workers must be well-educated and well-trained; (6) many cost-effective programs already exist; and (7) the social consequences of neglect are large. The working poor should receive priority attention because inability to support a family makes a life of welfare or crime more attractive and erodes the work ethic, and recent welfare reforms have enabled people to obtain jobs but not to move out of poverty. The following options are suggested: (1) expand effective federal programs; (2) support state-local-private efforts; (3) build knowledge on how to help the disadvantaged; (4) remove bureaucratic impediments to effective efforts; (5) provide federal development grants; (6) increase the minimum wage; (7) increase the Earned Income Tax Credit; (8) provide health insurance and child care; and (9) increase remedial and job training. A copy of the table of contents of "American Agenda, Report to the Forty-First President of the United States" is included. (FMW)

ED 307 134 SE 050 589

Clement, John; And Others
Not All Preconceptions Are Misconceptions: Finding "Anchoring Conceptions" for Grounding Instruction on Students' Intuitions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Contains several pages of small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Concept Formation; Concept Teaching; *Diagnostic Tests; Force; High Schools; Learning Processes; *Mechanics (Physics); Misconceptions; Motion; Physics; Science Instruction; *Science Tests; *Scientific Concepts; *Secondary School Science

Three purposes of this study were to: (1) propose some organizing theoretical and observational definitions of the anchor construct; (2) present some initial findings from a diagnostic test designed to uncover anchors for high school physics instruction; and (3) provoke an initial discussion of the new methodological issues that arise in this domain. The results of the diagnostic test indicate that a number of group anchors exist, such as the belief that a spring pushes up on a hand compressing it. Second, unexpected non-anchors, for example, the belief that a stationary railroad box car does not exert a force on a man travelling on the front of a second box car which runs into the stationary car, are discussed. Third, evidence was found that some anchoring examples were "brittle," that is, evidence that the anchor could not be extended analogically to help a student make sense of a target situation. It was suggested that further research is needed to construct a theory of anchoring conceptions that would specify what characteristics would indicate that an anchoring conception can provide the basis for conceptual change through analogical extension. The diagnostic test items and the anchor diagnostic results are provided. (YP)

ED 307 149 SE 050 606

Konold, Clifford

An Outbreak of Belief in Independence?

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 9p.; Paper presented at the Annual Meeting of the International Group for the Psychology of Mathematics Education, North American Chapter (11th, New Brunswick, NJ, September 1989).
GRANT- MDR-8954626
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Higher Education; High Schools; *Mathematical Concepts; Mathematics Achievement; *Mathematics Skills; Mathematics Tests; *Misconceptions; *Probability; Secondary School Mathematics; Statistics

Results of the most recent administration of the National Assessment of Educational Progress (NAEP) suggest that the majority of secondary students believe in the independence of random events. In the study reported here, a high percentage of high school and college students answered similar problems correctly. However, about half of the students who appeared to be reasoning normatively on a question concerning the most likely outcome of five flips of a fair coin gave an answer on a follow-up question that was logically inconsistent. It is hypothesized that these students are reasoning according to an "outcome approach" to probability in which they believe they are being asked to predict what will happen. This finding has implications for both test development and curriculum design. (Author)

ED 307 164 SE 050 640

Gough, Noel

Becoming Ecopolitical: Some Mythic Links in Curriculum Renewal.

PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Curriculum Design; *Curriculum Development; *Ecology; *Educational Philosophy; *Environmental Education; Ethics; Models; Philosophy; Science Instruction

This paper explores some possible productive links between ecology and education, with particular reference to the ethical position described by the term "deep ecology" and to empirical research in perceptual psychology that has led to the formation of ecological theories of perception. It is suggested that these ecological understandings support an enduring philosophy of education that is usually traced back to Aristotle and that has flowered most recently in the essays of the late Joseph Schwab and those of his intellectual heirs who practice what has become known as deliberative curriculum theorizing. From this analysis it is argued that designing a curriculum in which the learner is characterized as becoming ecopolitical is an intellectually and morally defensible ideal. In the course of developing the analyses and arguments outlined above, some criticisms of the rhetoric of postmodern and new paradigm thinking are offered. Particular reference is made to temporal perspectives which suggest that it may sometimes be more appropriate to represent paradigms as myths and to speak of renewed rather than new paradigms. (Author/MVL)

ED 307 208 SO 020 006

Chibucos, Pamela E.
U.S.-Soviet Relations Teacher's Guide: Special Focus.
Close Up Foundation, Arlington, VA.
PUB DATE- 86
NOTE- 14p.; For the companion student text, see SO 020 005.
AVAILABLE FROM- Educational Publications, Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($7.00; $14.00 for both booklets plus $4.25 postage and handling; $199.00 for set of 4 videotapes, $75.00 for individual tapes, add 10% postage and handling for tapes).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Diplomatic History; *Disarmament; Foreign Countries; Futures (of Society); History Instruction; Instructional Materials; *International Relations; Lesson Plans; National Security; *Peace; Political Science; Politics; Role Playing; Secondary Education; Social Studies; Treaties; Videotape Recordings; War; World Affairs
IDENTIFIERS- Detente; *United States; *USSR

This teacher's guide provides student objectives, motivational devices, terms and concepts to know, student activities, evaluation ideas, and suggestions for using an accompanying four-part videotape series. An activity for chapter 1, "Differing World Views," divides the class into groups that list U.S.-Soviet differences in economic systems, population size and makeup, location and geography, political systems, and natural resources. The groups share their findings with the class. In chapter 2, "Evolution of U.S.-Soviet Relations," students work in pairs to assume the roles of a Soviet and U.S. citizen engaged in correspondence between the years 1920-1986. Students exchange letters based upon specified topics, such as the Cuban Missile Crisis and the Cold War. An activity for chapter 3, "A Critical Issue: The Arms Race" helps students better understand the serious effects that perceptions and misperceptions have on one nation's dealings with another. For example, students discuss the shock and fright felt in the United States after the Sputnik launch in 1957. In chapter 4, "In Pursuit of Peace," there is an opportunity for students to participate in a mock summit meeting. The class is divided into small work groups that prepare position papers explaining their country's position on an issue. Then, the issue groups come together and negotiate on concessions or compromises that are consistent with the nation's past actions and philosophy. Realism is encouraged in the role play. (GEA)

ED 307 222 SO 020 118

Harf, James E.

National Security in the Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SO-89-4
PUB DATE- Jun 89
NOTE- 4p.
CONTRACT- RI88062009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Course Content; Curriculum Development; High Schools; *History Instruction; Instructional Improvement; International Relations; *National Security; *Political Issues; Political Science; Social Studies
IDENTIFIERS- ERIC Digests

Education about national security has always been part of the social studies curriculum in U.S. high schools. But its focus has been simply chronological and episodic with major attention given to war, particularly the decision to enter it and the conduct of U.S. military forces. Little attention has been given to the evolution and structural arrangements of this nation's security, the underlying global and national premises for maintaining security, and the basic context in which security has been achieved. This ERIC digest treats (1) the meaning of national security, (2) the rationale for including it in the curriculum, (3) entry points for its inclusion, (4) the challenges to such education, and (5) the criteria for education about national security. A 14-item bibliography is included. (GEA)

ED 307 238 SP 031 143

Kay, Patricia M.; Sabatini, Anne
A Research-Based Internship for Emergency Credentialed Teachers. Final Report.
City Univ. of New York, N.Y. Bernard Baruch Coll. Dept. of Compensatory Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 446p.
CONTRACT- 400-85-1047
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; College School Cooperation; Elementary Education; Graduate Study; Inservice Teacher Education; *Mentors; *Nontraditional Education; *Special Degree Programs; Teacher Certification; *Teacher Interns; Teacher Orientation
IDENTIFIERS- *Alternative Teacher Certification; Beginning Teacher Induction

This teaching internship program was developed by Baruch College in response to an overabundance of new, uncertified teachers working as temporary per diem teachers in full-time classroom teaching positions in New York City. The 1-year program integrates graduate study of effective teaching with an in-school intern-mentor support system for elementary school teachers. The program combines teacher education, a province of the college, with teacher induction, a province of the schools. This report is in three parts. The

"Project Portrayal" provides a brief overview of the entire 3-year project. The "Program Assessment Report" presents specific information about the effects of the program, for interns and mentors as well as for the college and schools. The "Project Profile" provides, in outline form, the essential components for replicating the program. A manual appended to the "Project Portrayal" section contains in detail the specifics of the course content and how it was delivered. It contains many ideas for blending mentor training and support with internship courses and for combining research-based knowledge about effective teaching with the needs of beginning teachers. It documents one solution to the problem of appropriate balance between clinical and academic activities for a teacher education/induction program carrying graduate credit. (JD)

ED 307 252 SP 031 165

Zhi-Xiang, Cao; Zhang, Ren
The Status and Needs of Teachers in China.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Foreign Countries; Government School Relationship; Job Satisfaction; *Negative Attitudes; *Professional Recognition; Resource Allocation; *Status Need; Teacher Attitudes; Teacher Qualifications; *Teaching Conditions
IDENTIFIERS- *China

Teaching is not considered a desirable occupation in China, and many teachers are unhappy in their jobs. Education is the weak sector within the bureaucracy. Because it has been neglected for a long time, especially during the Cultural Revolution, many people, including government officials, do not take the problems of education seriously. From 1981 to 1985, China spent 2.56 percent of its national income on education, as against 7.3 percent by the United States. The poor living and working conditions have led many teachers to leave rural areas and small towns making the shortage of teachers even worse. Teachers generally have not been well-paid in China; their average wage has been the lowest among government employees. Less than one year after earning their diplomas, many teachers want to transfer to higher paying jobs. Even though job contracts are guaranteed, fewer and fewer students want to become teachers. The quality of teachers has a direct bearing on the development of the new generation being educated in schools, and a prospective bearing on the future of the nation. Therefore, building a contingent of qualified teachers is a measure of fundamental importance to the improvement of educational quality and the development of the cause of education. Suggestions to improve teachers' lives in China are offered. (JD)

ED 307 283 TM 013 223

Chapman, James W.
The Perception of Ability Scale for Students: Results from Accumulated Research.
PUB DATE- Mar 89
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Ability; Academic Achievement; *Educational Research; Elementary Secondary Education; Intermediate Grades; Measures (Individuals); Rating Scales; Research Reports; *Self Concept Measures; *Test Construction
IDENTIFIERS- *Academic Self Concept; *Perception of Ability Scale for Students

The "Perception of Ability Scale for Students" (PASS) developed by F. J. Boersma and J. W. Chapman--formerly known as the "Student's Perception of Ability Scale"--was developed to assess academic self-concepts of elementary school children, especially in grades 3 through 6. The development of the PASS is described, from its initial test with 310 third graders, through its refinement after administration to 642 students in grades 3 through 6 in two elementary schools in Canada. The United States normative study was undertaken in 1988, using a sample of 831 children in grades 3 through 6 in Idaho, Oregon, and Washington. The mean full scale PASS score for the total sample was 46.49, which is very similar to that determined in Canadian testing. The effects of grade level and ethnic background are discussed. Data are presented concerning the relationships between PASS scores and measures of: (1) other personality factors; (2) achievement outcomes; (3) intelligence; and (4) teacher perceptions. Recent studies have indicated that the PASS can be used with junior high and older students, especially those with learning problems. Research suggests that it is a reliable, valid, and useful measure of academic self-concept. Nine tables summarize results of various studies. A 70-item list of references is provided. (SLD)

ED 307 296 TM 013 302

Jones, Gail
Some Examples of Invariance Procedures in Discriminant Analysis.
PUB DATE- Jan 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classification; *Discriminant Analysis; Literature Reviews; Multivariate Analysis; Research Methodology; *Statistical Distributions
IDENTIFIERS- *Fisher Discriminant Function; *Invariance Principle; Rotations (Factor Analysis)

A brief historical background of discriminant analysis is given, with a description of the variety of roles that discriminant analysis can perform. Focus is on the classification role of discriminant analysis and how it can be performed by using Fisher's classification functions or the canonical discriminant functions. A small hypothetical data set consisting of two samples of 20 cases each and for whom the actual classifications (three groups) are known is used to illustrate these methods. The importance of measuring the effectiveness of the classification results by the use of invariance procedures is discussed. The first method of invariance is that of splitting the sample into two halves, developing the functions on one half and then "cross-validating" it on the other half of the sample. The second method of invariance is a comparison of the results obtained by Fisher's classification functions with those obtained by the canonical discriminant functions. The third method of invariance is performed by developing new discriminant function coefficients for the second sample and then rotating the two sets of coefficients from the two samples to "best fit." Contrary to statistical significance, which is often achieved only because a large sample is used and which is often misconstrued as an index of reproducibility, a successful invariance analysis enables the researcher to have confidence that the results will be stable and replicable across samples. Ten data tables are included. (Author/TJH)

ED 307 309 TM 013 371

Webb, Melvin W., II
Toward Development of a Model for Predicting Mail Survey Response Rates of College Bound High School Students. Results of a National Survey.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *College Bound Students; Demography; High Schools; *High School Students; *Mail Surveys; Majors (Students); Models; *National Surveys; Predictive Measurement; *Predictor Variables; Student Characteristics; Test Construction
IDENTIFIERS- American College Testing Program; *Response Rates (Questionnaires)

A preliminary model was developed for predicting mail survey response rates of college bound high school students using student demographic and academic ability data. Two samples of high school juniors and seniors who took the American College Testing (ACT) Assessment between October 1987 and February 1988 were selected. One sample (n=810) included students selecting agriculture or a related area as an academic major at the time they completed the ACT Assessment. The other sample (n=2,549) consisted of students who had selected college majors in non-agriculture related areas or were undecided about majors. The questionnaire contained a series of questions related to choice of major and to agricultural interests. It was hypothesized that students from Sample 1 would respond at a higher rate than would those in Sample 2. The overall response rate for both samples was 40.7%; 1,367 usable surveys were returned. There was no significant difference in response rate between Sample 1 and Sample 2. Responders were more likely to be females, with high ACT scores, good high school grades, and no intent to obtain financial aid to help pay for college. Results indicate that knowledge of students' demographic and academic characteristics can help survey researchers design mail surveys. A model is constructed, using effects for background characteristics, academic characteristics, personality characteristics, interest in survey content, and effects for survey characteristics. This model is proposed as a basis for future research. Six tables and one figure present study data. (SLD)

ED 307 322 TM 013 469

Peck, Hugh I.
The Effect of Certification Status on the Performance of Mathematics Teachers: A Pilot Study.
PUB DATE- Mar 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Beginning Teachers; *Educational Experience; Education Majors; Elementary Secondary Education; *Mathematics Teachers; *Performance; Predictor Variables; Preservice Teacher Education; Student Evaluation of Teacher Performance; Teacher Certification; Teacher Education; *Teacher Effectiveness; Teacher Qualifications

The effect of certification status on the performance of mathematics teachers and their students was studied in a pilot study in Mississippi. Four routes of entry into teaching were compared: (1) college of education; (2) college of arts and sciences; (3) adding an endorsement to certification; and (4) emergency certification. Participants were 52 of 123 first and second year mathematics teachers and 1,469 of the 5,602 students enrolled in their classes. Outcome variables were: (1) teacher performance; (2) student performance; (3) student attitude; (4) student perception of teacher effectiveness; and (5) teachers' command of mathematics content. No specific line of entry stood out as clearly superior. Graduates of colleges of arts and sciences seemed to possess somewhat greater content knowledge and to perform almost equally well as did teachers who were graduates of colleges of education. Teachers on emergency certificates showed some tendencies to perform and achieve less effectively, but the differences were not statistically significant. Students perceived graduates of colleges of education as more effective, but no significant differences were found in student achievement. The study was not able to obtain sufficient data on student achievement to draw significant inferences. Results indicate that it would be possible to perform a large, multistate study using the design and methodologies of this pilot study. (SLD)

ED 307 362 UD 026 785

No Hay Tiempo Que Perder (No Time to Lose).
New York State Dept. of Social Services, Albany.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Fund for the City of New York, N.Y.; Gould Foundation for Children, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Greater New York Fund, N.Y.; New York Community Trust, N.Y.
PUB DATE- 89
NOTE- 57p.; Colored paper may not reproduce well. For related documents, see UD 026 783; for English translation, see UD 026 784. Also funded by the New York State Junior League and the Mailman Foundation.
LANGUAGE- Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Translations (170)
DESCRIPTORS- *Blacks; *Childhood Needs; *Child Welfare; Conference Proceedings; Demography; Elementary Secondary Education; *High Risk Students; *Hispanic Americans; *Minority Group Children; State Programs
IDENTIFIERS- *New York

This report in Spanish outlines the highlights of the New York State Special Summit on Black and Hispanic Children. One hundred selected leaders from government, private industry, foundations, academia, the religious community, advocacy organizations and voluntary agencies heard presentations from national and state experts and developed recommendations for public and private initiatives on behalf of these children and their families. Chapter 1 contains the statistical data documenting the extent to which Black and Hispanic children are over-represented among the poor, the dropouts, the homeless, and the institutionalized. Chapter 2 includes excerpts from each of the keynote speakers' presentations, and information about "No Time to Lose," a video documentary produced for the summit. Chapter 3 contains the summaries of issues and recommendations developed by the participants to address the following major conference themes: (1) strengthening families and communities; (2) promoting economic self-sufficiency; (3) reversing school dropout and failure rates; (4) assuring quality health care; (5) addressing the child welfare crisis; (6) developing affordable housing and promoting neighborhood renewal; and (7) stopping the cycle of family violence. Chapter 4 contains a summary of the major recommendations. Numerous photographs and three tables of statistical data are included. A list of 47 references is appended to Chapter 1. (FMW)

ED 307 180 SO 019 860

Shermis, Michael, Ed.
Teaching Jewish-Christian Relations in the University Classroom.
PUB DATE- 88
NOTE- 127p.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Anti Semitism; Biblical Literature; Biographies; *Christianity; *Cultural Exchange; *Cultural Interrelationships; Educational Resources; Higher Education; *Judaism
IDENTIFIERS- Israel; Jewish Culture; *Jewish Studies; Wiesel (Eli)

This special issue on "Teaching Jewish-Christian Relations in the University Classroom" is meant to be a resource for those involved in Jewish studies and who teach about Jewish-Christian relations. It offers an introduction to the topics of the Jewish-Christian encounter, Israel, anti-Semitism, Christian Scriptures, the works of Elie Wiesel, and available educational resources, all in light of the Jewish-Christian dialogue in institutions of higher learning. Carl Evans presents a syllabus for a course in which students are required to converse with local clergy in order to explain the Jewish-Christian dialogue at the grass-roots level. This technique helps students develop mature ways of thinking on a personal, social, and religious level. Robert Everett and Bruce Bramlett discuss Israel's problematic existence, raising numerous points that can lead to effective classroom discussions. Alan Davies describes his course on anti-Semitism and presents several practical suggestions and instrumental techniques. John Roth offers a short biography of Elie Wiesel's life, his writings, and his paradoxes. Norman Beck provides a model of how a Christian teaches the Christian Scriptures, offering guidelines that are highly supportive of and sympathetic to the Jewish-Christian dialogue. Michael Shermis the "Guest Editor" presents an annotated list of 71 educational resources, including books, media, and educational programs, to be utilized by those involved in both the academic and the lay Jewish-Christian dialogue. Twenty-two book reviews are included in this issue, as are 21 book notes on a variety of topics. (GEA)

ED 307 194 SO 019 897

Watts, W. David; And Others
Patterns of Social Fragmentation and Cohesion: The Social Context of 21st Century Education for Citizenship.
PUB DATE- Oct 88
NOTE- 59p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, SO 019 887, and SO 019 895-896.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; Community; Community Involvement; Cultural Awareness; *Cultural Pluralism; Demography; Drug Abuse; Economics; Elementary Secondary Education; Ethnicity; Futures (of Society); Global Approach; Individualism; *Relevance (Education); *Social Change; Social Values; Sociocultural Patterns; *Sociology

The future of civic education in the United States must be examined within the changing social context of the structure of U.S. society and the directions toward which that society is moving. The underlying, shared dimensions of the theoretical analysis of society must be examined to understand that context and discover those directions of change. The institutional elements of the social infrastructure which are examined include education, economy, and demography. The implications of certain social processes such as community, ethnicity, and social deviance, specifically drugs, and value systems, such as individualism, are also analyzed. Economic and demographic shifts reinforce the need for global awareness. Cultural differences become more, not less, apparent in a shrinking world, engendering a need for cultural pluralism. Civic education of the 21st century should instill a knowledge and an acceptance of those cultural variations. It should also help to rebuild the lost sense of community by developing opportunities to experience social involvement and community participation. The establishment of a sociological context for the future of civic education shows that: (1) sociological concepts can serve as interpretive guideposts in understanding the social world; (2) if these sociological concepts are to be understood and incorporated into civic education, teachers must be well versed in their meaning; and (3) when the sociological perspective makes private issues (such as drug abuse and divorce) public, the student learns that these difficulties need not be faced alone. A 29-item bibliography and 75-item reference list are included. (PPB)

ED 307 269 SP 031 197

Veal, Mary Lou; And Others
School Contexts That Encourage Reflection: Teachers' Perceptions.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.

PUB DATE- Oct 88
NOTE- 33p.; Paper presented at the Florida Conference on Reflective Inquiry: Contexts and Assessments (Orlando, FL, October 20-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Collegiality; Elementary Secondary Education; *Institutional Environment; *Leadership Qualities; *Leadership Styles; *Organizational Climate; *Teacher Attitudes; Teacher Education
IDENTIFIERS- *Reflective Teaching

This study, part of a larger research effort, focuses attention on the relationship between school context and the process of learning to teach reflectively. It is noted that it requires leadership within the schools to nurture reflection and to encourage the development of more sophisticated forms of reflection as teachers acquire knowledge. Contexts which encourage reflective practice are those in which relevant information to inform reflection is available, and in which structures exist that allow for the exchange of such information. This project explores the possibility of schools' nurturing reflective practice among novice and experienced teachers as well as administrators. The study is based on interviews with 75 teachers on their perceptions of themselves and in interactions with others in their school setting, and describes how teachers perceive dimensions of school context, focusing mainly on the qualities of leadership in the school. Data from the study support the need for reflective problem solving on the part of teachers and provide a glimpse of those school structures that might enable teachers to think together and more effectively. (JD)

ED 307 336 TM 013 516

Report to the Board of Higher Education on the Results of the New Jersey College Basic Skills Placement Testing: Fall 1988 Entering Freshmen.

New Jersey Basic Skills Council, Trenton.

PUB DATE- 88
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; Annual Reports; *Basic Skills; *College Entrance Examinations; College Freshmen; Community Colleges; Essay Tests; Higher Education; Longitudinal Studies; Mathematics Tests; Reading Tests; Sentences; State Colleges; *State Programs; *Student Placement; *Testing Programs; Verbal Tests
IDENTIFIERS- *New Jersey Basic Skills Placement Test; *Placement Tests

This report covers the levels of basic skills (verbal and computational skills and elementary algebra skills) among freshmen admitted to New Jersey's public colleges and universities during 1988. These levels of proficiency are estimated from results of the New Jersey College Basic Skills Placement Test. Designed both to assist colleges in the placement of already admitted students into remedial or first college-level English and mathematics courses and to provide data for this summary report, the test has now been administered in revised and equated forms during each of the last 11 years. The statewide proficiency categories reported reflect the performance of students tested at the campuses of all public institutions of higher education and 11 independent colleges. The results are also separated by public college sectors--county college, state college, Rutgers, and the New Jersey Institute of Technology. This report also presents an 11-year retrospective analysis and notes small improvements in student proficiencies. From March through October of 1988, students tested totaled 48,358; 64% were high school graduates in 1988. Results are provided for reading, sentence skills, essay writing, computation, and elementary algebra. Ten figures, 16 tables, and five appendices provide study data. (TJH)

ED 307 150 SE 050 612

White, Richard T.; And Others
Teaching and Learning Science in Schools: An Exploration of Process.
PUB DATE- 89
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Action Research; Classroom Research; Foreign Countries; *Science Instruction; Science Programs; *Science Teachers; Secondary Education; *Secondary School Science; Student Behavior; Teacher Behavior
IDENTIFIERS- Australia

The program described in this paper was designed to address two sets of questions, one concerning the nature of classroom teaching and learning of science in secondary schools and the other concerning their mechanisms. The program consisted of four phases: (1) "Establishment" (emphasizing trust between teachers and consultants); (2) "Directed Training for Reflection and Action Research" (developing techniques for increasing teachers' project comprehension;) (3) "More Autonomous Teacher-Initiated Collaborative Action Research" (listing all the factors that might influence students' attitudes and application in years 7-11, and forming working groups to deal with different factors); and (4) "New Partners--Students Joining Consultants and Teachers as Researchers." A major insight is that the relative importance of factors changes with time, individuals and context. Other insights include the diversity of students' reactions to lessons and the fact that teachers' impressions of the reactions are often misleading. The shift in responsibility from consultants to teachers and students is described. Questions from the "What I Think of Science" instrument and "Year 9 Agreement on Science Teaching and Learning Weekly Evaluation Form" are provided in the appendices. (YP)

Schlenker, Richard M.; Yoshida, Sarah
Chemistry for Kids: Generating Carbon Dioxide in Elementary School Chemistry and Using a Computer To Write about It.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- May 89
NOTE- 12p.; For another Chemistry for Kids project, see SE 050 584. Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Computer Uses in Education; Elementary Education; *Elementary School Science; *Laboratory Procedures; *Science Activities; Science Curriculum; Science Instruction; Science Materials; *Scientific Concepts; *Word Processing
IDENTIFIERS- Apple IIe

This material describes an activity using vinegar and baking soda to generate carbon dioxide, and writing a report using the Appleworks word processing program for grades 3 to 8 students. Time requirement, relevant process skills, vocabulary, mathematics skills, computer skills, and materials are listed. Activity procedures including class discussion are discussed. Four kinds of curriculum extension activities are described: (1) "Report Writing," using a word processing program; (2) "Volcanos" (simulating an eruption); (3) "Letter Writing"; and (4) "Handbook of Chemistry and Physics" (looking up the formula for baking soda or sodium hydrogen carbonate). (YP)

ED 307 223 SO 020 120

Nelson, Lynn R.; And Others
The E-3 Project: A Collaborative Curriculum Development Effort.

PUB DATE- 21 Feb 89
NOTE- 11p.; Paper presented at the Association of Teacher Educators Conference (St. Louis, MO, February 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Economic Opportunities; *Economics; *Economics Education; *Educational Change; *Entrepreneurship; *Experiential Learning; High Schools; High School Students; Internship Programs; Program Descriptions; Social Studies; Student Experience
IDENTIFIERS- *Entrepreneurship Economic Education Program

This paper chronicles the effort of a curriculum development team to alter the high school social studies curriculum, its content, and instructional methods. Specifically, Entrepreneur/Economic Education (E-3) is the focus of this curriculum reform effort. The E-3 program is designed as a four-year cooperative effort involving selected teachers, administrators, and students in the School District of Philadelphia, the Center for Private Enterprise at Baylor University, Widener University's Center for Economic Education, and the Pew Charitable Trusts. Teacher education courses allow collaboration between teachers and the curriculum development team. E-3 is designed to have a major impact on the lives of students chosen to participate in the program. It also reaches non-participants by infusing special units into the ninth and tenth grade social studies curriculum. Selected students enroll in an 11th-grade entrepreneurship elective course comprised of economic concepts, principles, and analysis of private and public entrepreneurial activities. Summer internships give students the opportunity to work with individuals engaged in entrepreneurial activities. The 12th-grade course combines macroeconomic understanding with the development of a plan to start a venture of their own. Student development and presentation of a business plan requires application of knowledge gained from their courses and internships, and provides practical experience in planning for a venture. The program is based on the principle that curriculum change and implementation in classrooms is best accomplished

through the collaborative efforts of those affected by change. Attempts are being made to establish E-3 in school districts throughout the nation. (GEA)

ED 307 253 SP 031 166

Lindle, Jane C.

Issues in Instructional Supervision: The Lead Teacher vs. the
Supervisor.

PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Excellence in Education; *Instructional Leadership; Interpersonal Relationship; *Master Teachers; Mentors; *Supervisor Qualifications; Teacher Effectiveness; *Teacher Supervision

Excellence in teaching, the reform reports tell us, depends at least partially on "professionalizing" teaching. The "new" positions of master or lead teacher are proposed as a method of improving the status of our best teachers and placing them in positions to mentor other teachers. Are these new positions any different than the "old" positions of supervisors, "head" teachers, or principals? In addition, don't these same reports demand a return to or more "instructional leadership" from these old actors in education? Can both recommendations be served? This paper examines the history of instructional support personnel and their future roles given the clamor over the need for changing the role of teachers and for improving instructional leadership. Beyond the review of the literature, areas of research are delineated for identifying what has worked and is salvageable from the relationships and conceptualizations of the profession of teaching and the support of instruction. Sixty-five references are cited in the bibliography. (Author)

ED 307 350 UD 026 758

Shepard, Lorrie A., Ed.; Smith, Mary Lee, Ed.
Flunking Grades: Research and Policies on Retention. Education Policy Perspectives.
REPORT NO.- ISBN-1-85000-339-4
PUB DATE- 89
NOTE- 243p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis, Inc., 1900 Frost Rd., Suite 101, Breistol, PA 19007 ($20.00 paperback--ISBN-1-85000-339-4; $39.00 hardcover--ISBN-1-85000-6).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- *Academic Failure; Dropouts; Educational Policy; Elementary Secondary Education; *Grade Repetition; Kindergarten; *Low Achievement; Parent Attitudes; Policy Formation; Student Attitudes; Student Promotion; Teacher Attitudes
IDENTIFIERS- *Social Promotion

This book on the topic of flunking and grade retention comprises the following articles: (1) "Introduction and Overview" (Lorrie A. Shepard and Mary Lee Smith); (2) "Grade Level Retention Effects: A Meta-Analysis of Research Studies" (C. Thomas Holmes); (3) "Repeating and Dropping Out of School" (James B. Grissom and Lorrie A. Shepard); (4) "A Review of Research on Kindergarten Retention" (Lorrie A. Shepard); (5) Academic and Emotional Effects of Kindergarten Retention in One School District" (Lorrie A. Shepard and Mary Lee Smith); (6) "Attitudes of Students, Parents, and Educators toward Repeating a Grade" (Deborah A. Byrnes); (7) "Teachers' Beliefs about Retention" (Mary Lee Smith); (8) "Ending Social Promotion in Waterford: Appearances and Reality" (Mary Catherine Ellwein and Gene V. Glass); (9) "Alternatives to Student Retention: New Images of the Learner, the Teacher and Classroom Learning" (Penelope L. Peterson); (10) "Policy Implications of Retention Research" (Ernest R. House); and (11) "Flunking Grades: A Recapitulation" (Lorrie A. Shepard and Mary Lee Smith). Tables and figures illustrate the data in some of the articles; some of the articles include a list of references. Information about the contributors is appended; an index is included. (BJV)

ED 307 135 SE 050 590

Movshovitz-Hadar, Nitsa; Hadass, Rina
Preservice Education of Math Teachers Using Paradoxes.
PUB DATE- 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Mathematics; College Students; *Concept Formation; Foreign Countries; Higher Education; High Schools; Mathematical Concepts; *Mathematical Logic; Mathematics Education; *Preservice Teacher Education; *Problem Solving; *Secondary School Teachers; *Student Motivation
IDENTIFIERS- *Israel

Teacher preparation curriculum at Technion--Israel Institute of Technology (Israel) includes courses intended to bridge the gap between the pure mathematics courses and those in psychology. The focus of this paper is an experimental program for one of these courses and data collected while implementing it. This is a second report on a naturalistic study in which mathematical paradoxes were used in the preservice education of high school mathematics teachers. The potential of paradoxes was tested for improving student-teachers' mathematical concepts and raising students pedagogical awareness of the role of falacious reasoning in the development of mathematical knowledge. Discussions include the psychological and mathematical background, the experimental courses and data collection procedures, the students, and findings. Examples of paradoxes are given. Included are 36 references. (DC)

Fritsche, Joellen M.; And Others
Economic Choices. Political Decisions that Affect You.
Close Up Foundation, Arlington, VA.
REPORT NO.- ISBN-0-932765-08-4
PUB DATE- 87
NOTE- 77p.; For accompanying teacher's guide, see SO 020 008. Some graphics may not reproduce clearly.
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Books; *Economic Factors; Economics; *Economics Education; *Financial Policy; Free Enterprise System; Futures (of Society); *Government Role; Instructional Materials; Reading Materials; Secondary Education; Social Studies; Social Values
IDENTIFIERS- Economic Awareness; *Economic Concepts

The purpose of this book is to help students understand why the U.S. Government is involved in the economy, the underlying social values that government tries to promote, and how U.S. economic decisions affect the global economy. It was designed to give them the background they need to form their own opinions about the role of government in the economy and how decisions made today will affect tomorrow's citizens. Chapter 1 explores the government's role in the economy, including government intervention, the Great Depression, the Post-World War II era, and "Reaganomics." Chapter 2 describes how government affects the economy. Topics include

monetary policy, fiscal policy, and trade policy. Chapter 3 examines U.S. values and economic policy. Chapter 4 addresses the United States in the global economy, budget deficits, foreign competition, the domino effect, the shift toward a service economy, and the outlook for the future. The book contains numerous illustrations, graphs, and charts, and provides questions for further student research. (GEA)

ED 307 239 SP 031 144

Thomson, James R., Jr.; Handley, Herbert M.
Research Applications for Teaching (RAFT) Project. Final Report.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 57p.; For related documents, see SP 031 145-149.
CONTRACT- 400-85-1053
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Higher Education; *Instructional Improvement; Interaction; Preservice Teacher Education; *Program Development; *Research Utilization; Student Evaluation; Teacher Attitudes; *Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- Mississippi State University; *Research Applications for Teaching Project

A report is given of the development and progress of the Research Applications for Teaching (RAFT) project, developed at Mississippi State University. Based upon research findings relative to effective teaching and effective schooling, five curriculum modules were prepared and implemented in instruction. In the second year of the project the modules were pilot-tested; during the third year the instructional activities were extended for use with preservice teachers in all areas of teacher education. The modules were planned to develop preservice teachers' competency related to the following areas: (1) cognitive understandings of research findings relative to effective teaching and schooling; (2) strategies for effecting classroom interaction; (3) skills in classroom management; (4) skills in instructional planning and implementation; and (5) skills in both short and long term evaluation of students' academic progress. The project seeks to improve teachers' performance not only relative to understanding research findings on effective teaching and schooling but also to improve the attitudes of teachers toward themselves as teachers and to develop classroom management skills. A series of component checklists is included describing each component in terms of ideal, acceptable, and unacceptable levels of implementation. Attached to the descriptive report is a paper assessing the effectiveness of the RAFT instructional models on developing skills, attitudes, and cognitions of preservice teachers. (JD)

ED 307 284　　　　　　　　TM 013 225

Collis, Betty
Problems and Perspectives on the Evaluation of Regional and National Computer-Related Educational Activity.
PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Educational Policy; Educational Technology; Evaluation Methods; *Evaluation Problems; *Foreign Countries; Models; *National Programs; *Regional Programs
IDENTIFIERS- External Evaluation; *Netherlands; *Software Evaluation

Although the importance of systematic evaluation of educational policy and practice is well established, various problems confound the intention of evaluating regional or national activity with regard to computer-related activities in education. At least two of these problems relate to a general conception of the appropriate entry points for evaluative activity, while at least two other problems relate specifically to computer-related policy and practice. At least one additional layer of difficulty applies when the evaluation of such activity involves an external evaluator working internationally, particularly in the less developed countries. Each of these classes of impediments is briefly analyzed and a general model for evaluating regional and national-level computer-related educational activity is discussed with respect to the classes of impediments and illustrated in the context of an ongoing external evaluation of a national educational software development project in the Netherlands. This activity--titled the "POCO Project" after its Dutch name meaning software development for computers in education--has the organizational goal of developing a first set of 18 software packages in 18 months. It focuses on developing educational software that can be used by teachers in a meaningful way during their regular teaching activities and with such frequency as to strengthen the teachers' perceptions that using such packages is an effective and efficient response to an educational need. The particular advantages of an outside evaluator are emphasized in this description of the POCO Project. (Author/SLD)

ED 307 297 TM 013 308

Segars, John K.; Gottesman, Barbara L.
The Reliability and Validity of the Effective Schools Needs Assessment Surveys.

PUB DATE- Mar 89
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Needs Assessment; Parent Attitudes; School Districts; School Effectiveness; *School Surveys; Student Attitudes; Teacher Attitudes; *Test Reliability; Test Validity
IDENTIFIERS- Parent Surveys; *South Carolina; Student Surveys; Teacher Surveys

Since 1977, South Carolina law has required every school to develop annual and long-range (3-year) plans based on a needs assessment. Based on a 1984 law, the State Board of Education adopted the following effective schools indicators as bases of assessments: (1) instructional leadership of the principal; (2) emphasis on academics, including basic skills; (3) high expectations related to student achievement; (4) positive school climate; (5) frequent monitoring of student progress and use of progress information in curriculum planning; and (6) positive home/school relations. In 1985, the State Department of Education (SDE) initiated development of needs assessment surveys for use in the 3-year planning cycle beginning in 1988-89. Of the 91 school districts in the state, 89 used at least one of the survey forms, and 84 returned their surveys to the SDE for optical scanning and scoring. Surveys were received from 938 schools, including teacher surveys from 883 schools, parent surveys from 881 schools, and student surveys from 549 schools. Reliability and validity studies were conducted for each survey instrument. Results indicate a high internal consistency. The scores on the scales discriminate adequately between schools, rather than only within schools. The relationship between the survey scores and a school's organizational level (elementary, middle, or secondary), socioeconomic classification, and average student test gains indicate concurrent validity. Sixteen data tables are provided. The parent, student, and teacher/staff surveys are appended. (TJH)

ED 307 310 TM 013 375

Mellenbergh, Gideon J.
Empirical Specification of Utility Functions.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; *Cognitive Processes; *Decision Making; *Education; Placement; *Psychology; Selection
IDENTIFIERS- *Decision Theory; Empirical Methods; Mastery Evaluation; *Utility Functions

Decision theory can be applied to four types of decision situations in education and psychology: (1) selection; (2) placement; (3) classification; and (4) mastery. For the application of the theory, a utility function must be specified. Usually the utility function is chosen on a priori grounds. In this paper methods for the empirical assessment of utility functions by decision makers are discussed and methods for the analysis of the data are described. These methods are of two types: methods for the analysis of a subject's utility structure, and methods for investigating the type of utility functions. The procedures are illustrated using an example from selection and one from classification. In the example from selection, data from four psychologists and six judges selecting and evaluating applicants for training were analyzed for 10 subjects. In the example from classification, data from 28 subjects with four recommendations each were used. It is concluded that decision makers can specify their own utility functions and that decision theory can be applied to practical situations in education and psychology. Eight figures and two tables provide the illustrative data. (Author/SLD)

ED 307 323 TM 013 472

Mayo, Samuel T.
Helping Teachers Develop Valid and Reliable Assessments: Our Experience in Illinois.
PUB DATE- 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Validity; Criterion Referenced Tests; Elementary School Teachers; Elementary Secondary Education; *Guides; *Inservice Teacher Education; Interrater Reliability; Mastery Tests; School Districts; Scoring; Secondary School Teachers; *Standardized Tests; *Teacher Made Tests; *Test Construction; Test Manuals; Test Reliability; Videotape Recordings
IDENTIFIERS- Illinois; Internal Consistency; Paper and Pencil Tests; Split Half Test Reliability

While Illinois educational officials developed a uniform assessment manual to accompany standardized tests, a companion handbook was developed by a consultant for use with teacher- and district-made tests. Criterion-referenced or mastery tests were the subject of the handbook. The handbook was designed to assess content validity as well as provide "split-half" and internal consistency information to determine test reliability. Statistical methods incorporated into the handbook utilized classical as well as the simpler, criterion-referenced methods. A training videotape is designed to accompany the handbook, and it includes short student performances of five skills; the tape is designed for use during inservice training as a means of illustrating actual performance upon which the trainees can hone their rating abilities. Specific topics covered in the handbook include establishment of testing objectives, development of paper-and-pencil tests, performance or product assessments, establishment of levels of reliability of paper-and-pencil tests and performance ratings, objectives and assignments related to performance assessments, rating performance, rating scales and checklists and scoring, and interrater reliability. A copy of the handbook's detailed table of contents is appended. (TJH)

ED 307 363 UD 026 787

Blesh, Robert E.
Homeless Student State Plan.
Connecticut State Board of Education, Hartford. Bureau of Special Education and Pupil Personnel Services.
PUB DATE- 8 Mar 89
NOTE- 35p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adolescents; *Child Advocacy; *Child Welfare; Educational Needs; Elementary Secondary Education; Federal Aid; Grants; *Homeless People; Program Proposals; State Programs
IDENTIFIERS- *Connecticut; *Stewart B McKinney Homeless Assistance Act

This grant application requests $50,000 from the Federal Government under the Stewart B. McKinney Homeless Assistance Act, Title VIIB, for the Connecticut State Department of Education to continue the Office of Coordinator of Education and Homeless Children and Youth for fiscal year 1989-90. Based on data collected by the State Departments of Human Resources, Children and Youth Services, and Education, it was determined that approximately 3,555 school-aged children were served by the State's homeless shelters in 1987-88 and this number is expected to increase. The Coordinator will continue to provide the following services that will assure access to education for homeless children: (1) gather data on the number and location of homeless children and youth; (2) identify the nature and extent of problems in placing homeless children and youth in elementary and secondary schools; (3) identify difficulties in programming to meet the special needs of such children; (4) develop and implement the State Plan to provide for the education of each homeless child in the state; and (5) serve as representative from the State Department of Education to the State Interagency Council on the Homeless sponsored by the Department of Human Resources. (FMW)

ED 307 166 SE 050 642

Nefissian, Mitra, Ed.
Sustainable Development: A Call to Action. Proceedings of a Two-Day Seminar Hosted by the United States Senate Committee on Environment and Public Works and the World Bank (Washington, DC, August 4-5, 1988).
Legacy International, Alexandria, VA.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- Aug 88
NOTE- 131p.

AVAILABLE FROM- Legacy International, 346 Commerce Street, Alexandria, VA 22314 ($10.00 plus handling and postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conservation (Environment); Conservation Education; *Corporate Support; *Environmental Education; Futures (of Society); *Government Role; Institutional Cooperation; *International Cooperation; *Natural Resources; *Science and Society
IDENTIFIERS- *Sustainable Development

Sustainable development is comprehensive, promoting balanced planning for economic development and protection of natural resoures. It takes into account both the long-term and short-term environmental impact of society's actions. This seminar stressed that the most important component in achieving sustainable development is the inclusion of all sectors in cooperative decision making; business, government, scientific/academic, and civic. By working together, these sectors can end the traditional advocacy model through dialogue and joint problem solving. The seminar's objective was to bring sustainable development to the public's attention and to initiate dialogue among key representatives of the various sectors. This document includes the presentation made by 29 representatives from government, corporations, non-government organizations, and future leaders on the topic of sustainable development. (Author/CW)

ED 307 181 SO 019 871

Jones, Kelsey A.
Dynamics and Diversity: Exploring Implications for Accountability in Crime, Drugs, Public and Social Policy.
PUB DATE- 88
NOTE- 23p.; Paper presented at the National Roundtable of Black Scholars, Educators and Professionals in the Administration of Justice.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Correctional Rehabilitation; Crime Prevention; Criminals; *Disadvantaged Environment; *Drug Abuse; *Economically Disadvantaged; Economic Factors; Family Influence; Illegal Drug Use; Lower Class; *Poverty; Recidivism; Self Concept; *Self Esteem; Sentencing

Economic, legal, and socialization structures have emerged in response to the demands of the U.S. economic system and those whose job it is to protect and promote the interests of the current dominating classes and structures in our society. These structures contribute to the socially dysfunctional behavior of groups who are inadequately prepared for the competitive struggle for economic and cultural survival. This contributes to a lack of self-esteem and helps to propagate an underclass in U.S. society. The inclusion of blacks in the dominant structures may make a small qualitative difference in the system, but will not make a qualitative difference in terms of the functioning of that dominant system. Such measures as a "Career Criminal Squad" or a "Repeat Offenders Court" will not induce the criminals to alter their sense of self-worth or provide motivation for change. Unless the United States develops resocializaton processes and identifies individual support factors that operate within the family unit and the educational process, the emerging underclass will become institutionalized in U.S. society. (PPB)

ED 307 195 SO 019 898

Howery, Carla B.
Pushing against the Margins: A Commentary and Response to "Patterns of Social Fragmentation and Cohesion: The Social Context of 21st Century Education for Citizenship by David Watts, Donald Matlock, and Alvin Short."
PUB DATE- Oct 88
NOTE- 9p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see ED 302 474, SO 019 887, and SO 019 895-897.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Citizenship Education; *Civics; Community; Community Involvement; *Curriculum Enrichment; Demography; Educational Objectives; Grade 8; Grade 9; Junior High Schools; *Relevance (Education); *Sociology; Student Needs

The inclusion of more sociology related materials in the 8th and 9th grade civics curriculum can push the margins of civics education to a more broadly conceived notion of citizenry and make civics and sociology more relevant to students' lives. The goal should be to help students understand society, not the discipline of sociology. Sociology instruction can channel the developmental characteristics of adolescents (insecurity, rebelliousness) and help connect these personal biographies to larger social forces. David Watts and his colleagues contribute to using sociology to expand the parameters of the traditional civics course by emphasizing the following themes: (1) the centrality of community; (2) the mutual influence of the individual with the group; (3) the importance of demographic information; (4) the pluralism of family forms; (5) the complementary nature of sociological research in citizen development; (6) the need for a core culture; (7) the need for repair of social ecology; (8) the desirability of national service; and (9) the growth and importance of mediating structures. In addition, it should be realized that: (1) the issues of the 21st century will, at their foundation, be people issues, not technological ones; (2) the key challenge to civility is the management of diversity; (3) the information overload of the future will require social data evaluation skills; and (4) sociology can help students respect social knowledge, yet know its limits. Four references are given, and an appendix includes a list of 10 learning objectives that should be reached upon completion of an eighth grade civics course. (PPB)

ED 307 270 SP 031 198

Kennedy, Mary
Means and Ends in Professional Education. Issue Paper 89-3.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 40p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architectural Education; Engineering Education; Higher Education; Legal Education (Professions); Medical Education; *Problem Solving; *Professional Education; *Specialization; Teacher Education; Teacher Educators; *Teaching Methods; *Theory Practice Relationship

This paper identifies two intellectual traditions that dominate professional education, one concentrating on content coverage and one concentrating on the profession's problem-solving processes. It then examines several fields of professional education, some of which have exclusively adopted one or the other of these traditions and some of which have not made such a commitment. The paper argues that, even though an emphasis on either orientation at the expense of the other can do a disservice to their students, there are several reasons why professional educators can adopt such an exclusionary stance, the principal one being that they are unable to develop strong community norms while sustaining a tension between these two traditions. The fields examined are medicine, engineeering, law, architecture, and several other professions. (Author)

ED 307 337 TM 013 521

Rosa, Carlos M.; And Others
A Comparison of Two Standardized Reading and Mathematics Achievement Tests in the Native Language for Hispanic Limited-English-Proficient Students.
PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Bilingual Education; Comparative Analysis; Cultural Background; Difficulty Level; Elementary Education; Elementary School Students; Hispanic Americans; *Limited English Speaking; *Mathematics Tests; Psychometrics; *Reading Tests; Spanish Speaking; *Standardized Tests; Teacher Attitudes; Test Format; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Prueba Riverside de Realizacion en Espanol

A study was undertaken to examine psychometric properties of "La Prueba Riverside de Realizacion en Espanol" (PRRE) and the "Spanish Assessment of Basic Education" (SABE) when administered to a sample of limited-English-proficient students, grades 1 through 8. Spanish-language versions of both tests were used for the study. Subjects included a total of 2,634 students who were enrolled in 19 elementary schools in Chicago and who participated in a Spanish bilingual education program. The instruments, both of which include reading and mathematics subtests, were administered by bilingual teachers who received inservice training to prepare them for their part in the study. In addition to analyses of test results, questionnaire data from participating teachers were assessed. The teacher questionnaire covered seven areas--item difficulty, test instructions, test fit with the curriculum, language correctness and appropriateness, racial or ethnic test bias, print size and illustrations, and cultural relevance of items. Results indicate that the PRRE and SABE are acceptable for the population assessed. The instruments are essentially similar in terms of psychometric properties and in teachers' ratings of test characteristics. Nine data tables are included. (TJH)

ED 307 151 SE 050 613

Baird, J. R.; And Others

A Study of the Importance of Reflection for Improving Science Teaching and Learning.

SPONS. AGENCY- Australian Research Council.
PUB DATE- 89
NOTE- 41p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Classroom Research; Educational Improvement; Foreign Countries; *Science Instruction; Science Programs; *Science Teachers; *Secondary School Science; Student Behavior; *Teacher Behavior; Teacher Education
IDENTIFIERS- *Australia; Constructivism; *Reflection Methodology

This paper reports a study directed toward educational improvement through individual and group change. It is a 3-year naturalistic case study centering on 9 experienced science teachers, 13 novice science teachers, 64 secondary science students, and 4 researchers. The three aims of this study are to know more about: (1) what it is to be a teacher and a learner of science; (2) the changing processes of teachers and students; and (3) research methodology for exploring these aims. First, some background research and the conceptual bases are given. Then an outline of the study design is presented--an outline emphasizing the central role of reflection in determining the approach to, progress through, and outcomes of the research. Some findings from the preservice and inservice components of this study are presented through two types of reflection: reflection on practice and phenomenological reflection. (YP)

Rosaen, Cheryl L.; And Others
Field Experiences that Teach: Mentor/Faculty Roles.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
CONTRACT- 400-85-1057
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College School Cooperation; Concept Formation; Elementary Secondary Education; *Field Experience Programs; Higher Education; Interpersonal Relationship; *Mentors; Preservice Teacher Education; Teacher Education Programs; Teacher Educators
IDENTIFIERS- Michigan State University

A new field component for the teacher education program at Michigan State University includes the use of collaborating mentor teachers each of whom oversees an individual preservice teacher's field experiences for a two-year period. Instead of simply providing a classroom context for students' field visits, mentor teachers studied the Academic Learning Program goals and research base; collaborated with Academic Learning faculty in the design, evaluation, and revision of field assignments; and guided prospective teachers' work in the field. Thus, mentors played an active role in the teacher education process. This paper describes a study conducted in 1987 and 1988 involving 65 prospective teachers and their mentors and 12 case study students and their mentors selected from the larger group for more detailed data collection. The paper then discusses four issues concerning the collaborative relationship between faculty and mentor teachers centered around providing educative field experiences for prospective teachers: (1) the learning-to-mentor process; (2) the evolution of the mentor teacher role; (3) mentor teachers teaching faculty; and (4) the faculty role in the collaborative process. The study focuses on understanding students' developing knowledge and understanding of teaching for conceptual understanding of subject matter, and their ability to use their developing knowledge and skills to teach for conceptual change. (JD)

ED 307 351 UD 026 768

Gampert, Richard D.; Blank, Randal
Educational Options High Schools Admissions Policy Study. OREA Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Sep 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Admission Criteria; Educationally Disadvantaged; Educational Policy; Enrollment Trends; High Risk Students; *High Schools; *Magnet Schools; Mathematics Skills; Middle Schools; Reading Skills; *School Choice; *Urban Schools
IDENTIFIERS- *New York City Board of Education

For the fall 1987 semester, New York City's Board of Education modified the admissions policy for the educational options high schools in order to enhance the equity of opportunity to the desirable programs in these schools and to make the schools more accessible to at-risk students. Of the 17,236 students in educational options schools and programs, 56.8 percent (9,791) were randomly assigned to their school or program, and 43.2 percent (7,445) were selected by their school or program. Analysis of the data on these students leads to the following conclusions: (1) approximately two-thirds of all students admitted were ninth-graders; (2) over 80 percent of both selected and randomly assigned students were admitted to a school or program in the borough in which they lived; (3) there were few differences in the percentage of males and females admitted; (4) a student's program choice was based more on the probability of obtaining a job with a career path than on pursuing further education; (5) both the reading and mathematics skills of the randomly assigned students were substantially lower than those of the selected students, both in the final year of middle school and the first semester in high school; (6) the randomly assigned students had a poorer attendance pattern than the selected students, and earned fewer credits; (7) the change in policy has increased the diversity of the entering student population with respect to middle-school achievement and attendance. Data are presented on ten tables. (BJV)

ED 307 136 SE 050 591

Prelle, Walter V.; Hiatt, Diana Buell
Computer Usage by Physics Teachers and Their Students.
PUB DATE- 89
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computers; Computer Software; *Computer Uses in Education; High Schools; *Physics; *Science Equipment; Science Instruction; *Science Teachers; *Secondary School Science; Surveys

The purposes of this study were to determine how experienced high school physics teachers were in using computers, how computers were being used for high school physics instruction, what the teachers perceived the use of computers in their physics classes should be, and what the enabling and constraining factors were in developing the use of computers. A total of 319 high school physics teachers who were members of the American Association of Physics Teachers responded to a survey mailed to 400 teachers for a return rate of 79.8 percent. Conclusions based on the results of the survey were: (1) the teachers averaged seven years computer experience but the quality was questionable; (2) the number of computer systems available was insufficient to support use and restricted the teachers' selection of applications for physics instruction; (3) the teachers wanted to use all of the computer applications more frequently; and (4) the enabling factors were quantity of computer systems, software, and preparation time and the constraining factors were lack of funds for purchasing, having time to prepare for use, and having computer systems available. The survey instrument is appended. (YP)

ED 307 210 SO 020 008

Chibucos, Pamela E.

Economic Choices. Political Decisions That Affect You. Teacher's Guide.

Close Up Foundation, Arlington, VA.
PUB DATE- 87
NOTE- 24p.; For related document, see SO 020 007.
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Highway, Arlington, VA 22202 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Economic Factors; Economics; *Economics Education; *Financial Policy; Futures (of Society); *Government Role; Instructional Materials; Lesson Plans; Secondary Education; Social Studies; Social Values; Teaching Guides; Worksheets
IDENTIFIERS- Economic Awareness; *Economic Concepts

This teacher's guide to an educational unit on economic choices provides motivators, terms and concepts to know, lesson objectives, student activities, student worksheets, and evaluation criteria. One activity requires students to research their family's economic history and answer questions such as: (1) "Do any family members belong to a union?"; (2) "When did women in your family first enter the workforce?"; and (3) "How did the Arab oil embargo afffect your family?" Another activity divides the class into groups which then must develop suggestions for solving economic problems such as high unemployment, rapid inflation, and a decrease in the value of the U.S. dollar. In another activity, students analyze the 1987 federal budget, decide which items they feel are the most important, compare their ideas with those of their parents, and report on their responses. Finally, an activity that focuses on the future requires students to assess the impact of today's economy on the future and describe what life will be like when they are 65 years old. (GEA)

ED 307 224 SO 020 122

Johnson, Jacquelyn; And Others
Global Issues in the Intermediate Classroom: Grades 5-8. Revised Edition.
Denver Univ., Colo. Center for Teaching International Relations.; Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO.- ISBN-0-89994-323-3
PUB DATE- 89
NOTE- 164p.; For related document, see SO 020 055.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cross Cultural Studies; Elementary Education; *Global Approach; Instructional Improvement; Lesson Plans; Multicultural Education; *Social Studies; *Student Attitudes; World Affairs; World History
IDENTIFIERS- *Global Issues; Global Studies

Presenting concepts and information related to global issues at an early age is important in developing an understanding of and tolerance for other cultures. Seeing other peoples' commonalities can help break down the myths and stereotypes that form around groups who are perceived as "strange" and encourage open attitudes toward new ideas. Global perspectives can help students sift through such complex issues as conflict and racism and begin to separate fact from fiction in order to formulate solutions to age-old problems. Students should see the contemporary world as an integrated system and realize that interdependence of countries and peoples exist at many levels. This book contains 24 activities designed to help teachers achieve these goals. Three activities are designed to stimulate student thinking about the importance of learning about other parts of the world and their own relationship to these areas. Six activities deal with the study of global systems, and five each concern human values, global issues and problems, and global history. Each activity includes an introduction, a list of objectives, an estimate of time required, a list of necessary materials, and step-by-step procedures. Some provide suggested follow-up exercises, lists of related resources, teacher background information, and/or student handout masters. Topics covered include "School Rules Around the World"; "Sharing Our Global Environment"; "Fighting AIDS"; "Humankind's Better Moments"; and "Global Burgers," which explores the influence of U.S. products on other cultures. An annotated list of 24 additional resources and 26 organizations concludes this book. (GEA)

ED 307 240   SP 031 145

Handley, Herbert M., Ed.
What Research Says about Effective Teaching for Promoting Achievement and Positive Attitudes in Students. An Instructional Module Prepared for Undergraduate Teacher Education in the RAFT Project.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 86
NOTE- 80p.; For related documents, see SP 031 144-149.
CONTRACT- 400-85-1053
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Observation Techniques; Educational Research; Higher Education; Preservice Teacher Education; *Research Utilization; Student Attitudes; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Mississippi State University; *Research Applications for Teaching Project

This module, developed by the Research Applications for Teaching (RAFT) project, was written to introduce the preservice teacher to the research base for effective teaching. Particular attention was given to the characteristics of teachers and teaching found in research literature to be associated with achievement and the development of positive attitudes in students. In completing the module, students reflect on the traits of their most effective teacher. They respond to a battery of instruments to determine whether their personal trait profiles are congruous with those identified with effective teachers. Students also observe the classroom performance of an effective teacher and record their observations on a research instrument. Students are introduced to the basic concepts of educational research and consider how that research on effective teachers is done. Instruction in this module is interactive in nature. It features much student discussion and active participation. (JD)

ED 307 285 TM 013 229

Anderson, Gary L.
Critical Ethnography in Education: Origins, Current Status, and New Directions.

PUB DATE- Feb 89
NOTE- 37p.; Paper presented at the Annual Forum on Ethnography in Education Research (10th, Philadelphia, PA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Anthropology; *Educational Research; Educational Trends; *Ethnography; Feminism; Ideology; Naturalistic Observation; Qualitative Research; *Social Science Research; Sociocultural Patterns; *Sociology; Theory Practice Relationship
IDENTIFIERS- *Critical Ethnography

The development of critical ethnography in education is traced, and the central epistemological and methodological issues in the practice of critical ethnography are discussed. Some of the directions the field appears to be taking are considered. Critical ethnography in education began in the late 1960's and early 1970's, with roots in the interpretist movements of anthropology and sociology. By the early 1980's, ethnographic methods and critical theory and critical feminism were well-entrenched among a small segment of American educational researchers. Subfields in which critical ethnography has been used include: (1) student subcultures; (2) curriculum; (3) administration and policy; (4) teacher education; (5) comparative education; (6) gender; and (7) vocational education. A major issue in critical ethnography is that of validity, which is explored in an analysis of the relationships of theory to data and knowledge to ideology. The issue of reflexivity is at the heart of any discussion of ethnographic method. Critical ethnography is in its infancy as a genre of social analysis. New directions that the field appears to be taking include: (1) historicity and locus of analysis; (2) "critical linguistics" and the ethnography of communication; and (3) the study of progressive outliers and collaborative action research. Although there is a growing body of epistemological and methodological analysis in works concerning critical ethnography, there is yet little practical advice. A 123-item list of references is included. (SLD)

ED 307 298 TM 013 315

Crehan, Kevin; Haladyna, Thomas M.
The Validity of Two Item-Writing Rules.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Multiple Choice Tests; Psychology; *Test Construction; Test Format; Test Validity
IDENTIFIERS- *Item Writing Rules; Parallel Test Forms; Stem Analysis

The present study involved the testing of two common multiple-choice item writing rules. A recent review of research revealed that much of the advice given for writing multiple-choice test items is based on experience and wisdom rather than on empirical research. The rules assessed in this study include: (1) the phrasing of the stem in the form of a question versus a partial sentence; and (2) the use of the inclusive "none of the above" option instead of a specific content option. Limited empirical research suggests that using the partial sentence format and the inclusive "none of the above" option may lead to undesirable item and test characteristics, while textbook authors essentially are divided on their opinions about the validity of each rule. The items used in this study were from the instructor's manual for D. Myer's (1986) text entitled "Psychology." Items were randomly assigned to be rewritten to reflect the experimental conditions under investigation. Two instructors of an introductory psychology course selected 32 multiple-choice items for the study. The rewritten tests were administered to 228 students enrolled in two sections of an introductory psychology class. About half of the students in each section received Form A and the other half received Form B, resulting in 115 Form A and 113 Form B responses. The same manipulated items were combined with 18 different non-manipulated items in a third section of the class to comprise Forms C and D, whose administration resulted in 59 Form C and 59 Form D responses. Results offer no evidence to support the use of either type of stem and limited evidence to caution against use of the "none of the above" option. Two data tables and examples of the four item formats used are provided. (TJH)

ED 307 311 TM 013 384

Wubbels, Theo; Levy, Jack
A Comparison of Dutch and American Interpersonal Teacher Behavior.
PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; *Dutch; *English; Evaluation Methods; Foreign Countries; *Interpersonal Relationship; Physics; Questionnaires; Secondary Education; *Secondary School Teachers; Student Attitudes; Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Behavior; Test Construction; Test Format
IDENTIFIERS- Netherlands; *Questionnaire on Teacher Interaction; United States

The development of an English version of a Dutch instrument--the Questionnaire on Teacher Interaction (QTI)--that measures interpersonal teacher behavior (TB) is described. Using this instrument, comparisons were made between Dutch and American interpersonal TB. Students' perceptions of TB were used to measure TB. The QTI was first translated into English in 1985. A 100-item version was administered to 537 American secondary school students in 1987, and after revision, to 363 more students. The current 65-item version was given by 31 American physics teachers to 1,606 students. American results were compared with those from two previous studies in the Netherlands. Results indicate that Dutch and American versions of the QTI had the same internal structure, and that Dutch and American teachers displayed the same interpersonal behavior toward their students in many aspects. American teachers wanted to be stricter than did their Dutch colleagues; Dutch teachers wanted to give students more responsibility and freedom. This implies that Dutch teachers emphasize affective outcomes to a greater degree and that American teachers emphasize cognitive outcomes to a greater degree. Seven tables and five figures give data and show relationships. (SLD)

ED 307 324 TM 013 473

Harnisch, Delwyn L.; And Others
Computerized Assessment Profiles for Evaluating Learner Goals.
PUB DATE- Mar 89
NOTE- 28p.; Paper presented at the Annual Meeting of the International Association for Computing in Education (San Francisco, CA, March 27-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Managed Instruction; Elementary School Students; Elementary Secondary Education; *Outcomes of Education; *Profiles; Secondary School Students; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Goal Based Evaluation; *Local Assessment Package

The Local Assessment Package (LAP) is a computer-assisted system designed to evaluate learner outcomes associated with local school curriculum and assessment centers. LAP is a reporting system that provides information concerning student achievement at the classroom, school, and district levels. The basic unit of LAP is the student data file. The basic record consists of one line of information for each student (the student's identification number and item responses). An item to object and/or goal map is then constructed to indicate which assessment items will be reported by LAP. School, classroom, goal, and objective labels are then entered. The final step consists of selecting the LAP reports and options that provide the best match to the local assessment needs. LAP begins by reporting the objective to item mapping, by goal, the goal labels, the objective labels, and mastery information. Student data, by objective, can be obtained for individual classrooms and schools and for the district. In using LAP reports, administrators should point out the broad range of educational and community factors influencing test performance and student achievement. When coupled with an understanding of the test and its construction, these reports can aid educators in planning instruction and in judging the relative strengths of local academic programs. An outline of computer system requirements, samples of optional LAP reports, and a LAP information worksheet are appended. (TJH)

Davis, Donna G.
Empowering the Hispanic Female in the Public School Setting. Part I. Evaluation Department Report No. 617.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 28 Feb 89
NOTE- 43p.; For part 2 of this report, see UD 026 789.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Bilingual Education; Dropout Rate; Dropouts; Elementary Secondary Education; *Females; High Risk Students; *High School Students; *Hispanic Americans; Limited English Speaking; *Low Achievement; Multivariate Analysis; Public Schools; Self Concept; Student Motivation; Urban Education
IDENTIFIERS- Coopersmith Self Esteem Inventory; *Empowerment; Noncognitive Questionnaire; *San Diego City Schools CA

This report investigates low academic achievement and high dropout rates among Hispanic female students in San Diego (California) City Schools. The study examines factors contributing to the academic success of high achieving Hispanic female students and looks at causes of lower achievement among other Hispanic females. It also identifies psychological factors contributing to low achievement and suggests the following themes in studies of Hispanic American educational outcomes: (1) dead-end tracking; (2) failure to address the needs of limited English proficient students; and (3) lacks in parent involvement, counseling services, and general support for bilingual education. Nine primary evaluation questions informed the study. The study sample, methodology, and limitations are described. Students were both interviewed and tested to measure academic achievement and self-concept. Results showed that the causes of low achievement are diverse, complicated, and strong. Six areas for further research are described. The results are presented on 12 statistical tables. The appendix, a paper entitled "Review of Literature Concerning Hispanic Female Students," by Elizabeth Weiss, includes a list of 13 references. (AF)

ED 307 167 SE 050 644

Gluckstein, Fritz P., Comp.

Laboratory Animal Welfare Supplement IV.

Public Health Service (DHHS), Rockville, Md.
REPORT NO.- SBS-1988-1
PUB DATE- Jan 88
NOTE- 18p.
AVAILABLE FROM- Editor, Specialized Bibliography Series, Reference Section, National Library of Medicine, Bethesda, MD 20894 (send self-addressed gummed label).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Animal Facilities; Animals; Ethics; Laboratories; *Laboratory Animals; *Laboratory Procedures; *Research; Zoology
IDENTIFIERS- *Animal Welfare

This document is the fourth supplement to a 1984 bibliography on laboratory animal welfare. Items presented were selected because they represent some of the most significant of those providing recent information or because they were considered useful. The period covered is October, 1986 through October, 1987. Monographs, conference proceedings, and numerous journal articles are organized into eight groups: (1) "Historical Aspects"; (2) "Ethical and Philosophical Aspects"; (3) "Animal Rights"; (4) "Laws, Regulations, Codes, and Guidelines"; (5) "Animal Research Committees"; (6) "Animal Experimentation in Specific Disciplines"; (7) "Replacement, Reduction, Refinement"; and (8) "Other Aspects." (CW)

ED 307 182 SO 019 874

Mehlinger, Howard D.

National History in the USSR: In Search of a Usable Past.

PUB DATE- 30 Dec 88
NOTE- 9p.; Paper presented at the Annual Meeting of the American Historical Association (103rd, Cincinnati, OH, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Group Unity; *Historiography; *History; History Instruction; *History Textbooks; *Nationalism; *Textbook Bias; Textbook Preparation

IDENTIFIERS- Communist Party; *Gorbachev (Mikhail); Revisionism; Soviet Education; Stalin (Joseph); State Committee for Public Education (USSR); *USSR

Perestroika and glasnost are not only influencing the economic and social structure of Soviet society, but also have led to a revision of the authorized history of the USSR as Soviet historians struggle to create a national history based on fact instead of dogma. The Soviet history profession itself is also undergoing a major self-examination, as reformist elements battle Stalinist elements. Premier Gorbachev has called for new, more honest studies of the Soviet national past, especially of the several "blank spots" that exist in Stalinist history. Textbooks are the principal means for perpetuating an approved history. In the USSR, school history textbooks are written to conform to the history syllabus designed by the State Committee for Public Education. Gorbachev and his fellow reformers need a new national history, but not one that criticizes the role of the Party or undermines their own authority. It remains to be seen if the critical ferment within the history profession can be controlled by the State, and what new version of Soviet history will be produced. (PPB)

ED 307 271 SP 031 210

Abbey, Nancy; Picco, Elizabeth Raptis
Entering Adulthood: Coping with Sexual Pressures. A Curriculum for Grades 9-12. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0941816-61-3
PUB DATE- 89
NOTE- 89p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95 plus 15 percent handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; Friendship; High Schools; High School Students; *Interpersonal Attraction; *Peer Influence; *Secondary School Curriculum; Self Control; Self Esteem; *Sexuality; *Values

This book presents sexual abstinence as a viable, positive choice for teenagers. In seven lessons focusing on the advantages of delaying sexual intercourse, this high school curriculum acknowledges the need for sexual expression by young people and provides activities that help them sort through the internal and external pressures that affect their sexual decision making. The book: (1) conveys a clear message that students can have and keep partners without having sex; (2) analyzes common myths about sexuality; (3) discusses ways to express love without having sexual intercourse; (4) covers the influence of risk-taking behavior on sexual decision making; (5) emphasizes the benfits of developing self-control; and (6) provides five optional parent/student homework assignments. (JD)

ED 307 338 TM 013 526

Linacre, John M.

Fundamental Measurement of Rank-Ordered Objects.

PUB DATE- Mar 89
NOTE- 13p.; Paper presented at the International Objective Measurement Workshop (5th, Berkeley, CA, March 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Equations (Mathematics); Error of Measurement; *Goodness of Fit; *Latent Trait Theory; *Mathematical Models; Research Methodology
IDENTIFIERS- Parametric Analysis; *Rank Order; *Rasch Model

A Rasch measurement model can be constructed to meet the requirements of rank ordered data. If multiple rankings of the same objects are available, then the parameters of the objects can be estimated, along with their standard errors and also with statistics summarizing the fit of the data to the measurement model. This paper summarizes the relevant theoretical principles associated with rank ordering and presents an example of this sort of analysis. The example includes H. Polskin's (1988) rankings of seven play-by-play baseball announcers on six specific items of performance. The application of the principles of fundamental measurement to rank ordered data provides the means to convert entirely local rankings into generalizable measures of the latent abilities. Moreover, fit statistics for each object and for each ordering enable a determination of the success of the ranking process as a measurement operation. (TJH)

ED 307 152 SE 050 614

Brickhouse, Nancy W.

Ethics in Field-Based Research: Contractual and Relational Responsibilities.

PUB DATE- 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Confidentiality; Data Collection; *Ethics; *Field Studies; Methods Research; Privacy; Researchers; *Research Methodology; Research Needs; *Research Problems; *Science Education; *Theory Practice Relationship
IDENTIFIERS- Science Education Research

The desire to abolish the gap between research theory and classroom practice has sparked an increasing interest in field-based research among science educators. Although most researchers are aware of the standard meanings of informed consent and confidentiality, and there are some codes of ethical principles published by such groups as the American Psychological Association, these codes provide little help with the problems that may arise in field work. Traditional approaches to ethics in research, focusing on the rights of subjects versus the benefits of the research, were written to serve traditional research methods and are inadequate for addressing the dilemmas of field-based research. This paper discusses the relationship between ethics and methodology, commonly used procedures and contractual obligations of social scientists. An approach to ethics that focuses on particular human relationships rather than general principles is suggested. Stressed is the notion that researchers should consider their commitment to the support of science educators and learners when making decisions concerning what to research. (CW)

ED 307 196 SO 019 901

Schaffer, John William
Microcomputer-Based Intelligent Tutoring Systems: An Assessment.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Expert Systems; Higher Education; *Instructional Innovation; *Microcomputers; *Music; *Music Education; Teaching Methods
IDENTIFIERS- Harmony; Harmony Coach (Computer Software); *Intelligent Tutoring Systems

Computer-assisted instruction, while familiar to most teachers, has failed to become an effective self-motivating instructional tool. Developments in artificial intelligence, however, have provided new and better tools for exploring human knowledge acquisition and utilization. Expert system technology represents one of the most promising of these developments. Expert systems are computer programs that store human-like knowledge. Methods of expert system design are discussed, as are ways of computing propositional and predicate logic. "Harmony Coach" (written in Turbo Prolog) is an intelligent tutoring system that uses the microcomputer environment (IBM PC, XT, AT) to coach the specific musical tasks of writing tonal harmonic progressions, aiding the student in the creation of an acceptable harmonic sequence based on either an unfigured bass line or on a melody. It also coaches students in part-writing any previously harmonized exercises using the traditional four-part chorale model. The "Coach" is designed around the following premises, most of which are essential to any intelligent tutoring system: it must be based on sound musical precepts; it should operate in a passive role; hardware aspects should be transparent to the end user; it should use artificial intelligence whenever possible; it should embrace knowledge, explanative understanding, and problem-solving abilities; and it must run under normal restrictions of a high-end microcomputer learning environment. These precepts are explored in detail. Strengths and weaknesses of the program are discussed and a 7-item bibliography is included. (GEA)

ED 307 352 UD 026 769

Refugee Program: Financial Accountability for Refugee Resettlement Can Be Improved. Report to Congressional Requesters.

General Accounting Office, Washington, DC. National Security and International Affairs Div.

REPORT NO.- GAO/NSIAD-89-92
PUB DATE- Mar 89
NOTE- 42p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Agency Cooperation; *Federal Aid; Federal Programs; *Financial Audits; Money Management; Program Administration; Program Budgeting; *Refugees; *Relocation; *Voluntary Agencies
IDENTIFIERS- Financial Reports; *Refugee Assistance

Since 1982, the Congress has expressed concerns regarding voluntary agency use of an accountability for Federal refugee reception and placement grant funds. The Refugee Assistance Extension Act of 1986 requires increased financial and program reporting by the voluntary agencies. An assessment undertaken to evaluate the adequacy of this reporting reveals that Congressional concerns over fund use have not been effectively addressed. Financial reports provide insufficient assurance that funds are spent in compliance with applicable laws and regulations and within the terms of the cooperative agreement. Current limitations allow voluntary agencies to maintain cash balances of as much as one year's expenditures. Reports to the Congress have not provided an accurate description of the proportion of Federal funds used for direct refugee assistance. Among the findings are the following: (1) the financial reports are inadequate for full accountability; (2) current limits on fund balances may not be reasonable; (3) reports do not accurately identify funds spent on direct services; and (4) the appropriateness of the federal contribution is still unknown. Modifications of reporting requirements and audit responsibilities will better serve Congressional and State oversight of the reception and placement programs. Data are provided on three figures. Appendices list the voluntary agencies, present comments from the American Council for Voluntary International Action, and name the major contributors to this report. (BJV)

ED 307 137 SE 050 592

Happs, John C.; Mansfield, Helen
Students' and Teachers' Perceptions of the Cognitive and Affective Outcomes of Some Lessons in Geometry.

PUB DATE- 89
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Concept Formation; *Curriculum Development; Foreign Countries; *Geometric Concepts; Learning Strategies; Learning Theories; *Misconceptions; *Plane Geometry; Secondary Education; *Secondary School Mathematics; Teaching Methods

Secondary school geometry students have been found to have misconceptions concerning parallel lines. Correctional teaching programs did not seem effective in changing these misconceptions. This research describes an attempt to use teaching strategies which take into account current learning theory and which encourages students to be actively involved in constructing a new understanding of parallelism using their own misconceptions as a starting point. Materials developed by the investigators were used by 2 teachers and 12 students. Discussion of the investigation includes teacher and student perceptions of the program and learning outcomes. (DC)

ED 307 211 SO 020 009

Wardell, David
Japanese Education--An Annotated Bibliography of Current Issues (1986-1988).
PUB DATE- 88
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Uses in Education; Delinquency; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Second Language Instruction; Student Behavior; Student Exchange Programs; Universities
IDENTIFIERS- Educational Information; *Educational Issues; *Japan

This annotated bibliography includes 257 references to current issues in Japanese education contained in books, magazines, and Japanese periodicals. Among the topics included are bullying among juvenile delinquents, student exchange programs, Japanese educational problems, post-educational employment problems, school computer use, and juvenile crime. An index to the bibliography is included. (GEA)

ED 307 255 SP 031 168

SooHoo, Suzanne
Teacher Researcher: Emerging Change Agent.
PUB DATE- 31 Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Action Research; *Change Agents; College School Cooperation; *Collegiality; Elementary Education; *Elementary School Teachers; Higher Education; Parent Teacher Cooperation; Principals; *Standardized Tests; Student Evaluation; Teacher Attitudes

A description is given of a project in which elementary school teachers acted as researchers in collaboration with a graduate school. The project began when in a meeting of educators a discussion centered on teachers' discontent with standardized test scores. A commitment was made to explore alternative indicators of student achievement. Although the topic of the project was indicators of student achievement, there was a working assumption that the process to be used to get at the topic was that teachers would assume the role of primary researchers. The project provided an opportunity for inquiry, collaboration, and reflection. Daily observation journals and monthly meetings afforded structured occasions in which to systematically reflect upon practice. The project description includes a discussion on the alternatives for measuring student achievement that were developed and the positive feelings the project engendered in the teachers. (JD)

ED 307 312   TM 013 402

De Ayala, R. J.; And Others
A Comparison of the Graded Response and Partial Credit Models for Assessing Writing Ability.
PUB DATE- Mar 89
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Essay Tests; *Holistic Evaluation; Interrater Reliability; Latent Trait Theory; Models; *Scoring; Secondary Education; *Secondary School Students; Writing (Composition); *Writing Evaluation
IDENTIFIERS- *Graded Response Model; *Partial Credit Model; Writing Samples

The graded response (GR) model of Samejima (1969) and the partial credit model (PC) of Masters (1982) were fitted to identical writing samples that were holistically scored. The performance and relative benefits of each model were then evaluated. Writing samples were both expository and narrative. Data were from statewide assessments of secondary school students' writing ability for 1985 through 1988, for a total of 2,000 examinees. An examinee's four samples were randomly given to a team of 80 to 100 trained raters. Results indicate that both models were useful for the calibration of writing samples. For this item set, the GR model provided more information than did the PC model for both the rating scales examined. In some cases, one might prefer the PC model because of the fewer parameters to estimate and the minimal gains to be expected by using the GR model in this context. It is possible, if data collection is structured appropriately, to perform an interrater agreement analysis through the use of item or test information functions. The advantages of item response theory methods may be realized with essay-type examinations. Eleven graphs are provided. (SLD)

ED 307 325 TM 013 478

Switzer, Deborah M.; Connell, Michael L.
Practical Applications of Student Response Analysis.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Testing; Computer Managed Instruction; Computer Software; Difficulty Level; Elementary School Students; Elementary Secondary Education; *Item Analysis; *Microcomputers; Scores; Secondary School Students; Statistical Distributions; *Test Interpretation; Test Items; Test Results
IDENTIFIERS- Biserial Correlation; Caution Indices; *Student Problem Package; Student Response System; *Test Analysis Package

This paper describes teacher usage of the microcomputer programs Test Analysis Package (TAP) and Student Problem Package (SPP) to analyze students' test item responses. These methods of organizing, analyzing, and reporting test results have proven useful to classroom teachers. The TAP consists of four integrated microcomputer programs to edit, score, summarize, and analyze student test data at either the item or objective level. The SPP is a program for analyzing student responses on tests based on the Student-Problem Curve Theory developed by T. Sato. Standard reports include student summaries, item summaries, and test summaries. Information available for item analysis includes item ranking in order of difficulty, frequency distributions by quintiles, point-biserial correlations between response options and total test score, and modified caution indices for items (a measure of the irregularity of the responses to the items). The reports also include information useful for analysis of student achievement, including individual student percent correct data, student ranking within the classroom, and objective mastery data. Much of this information is organized into a Student-Problem Chart--a useful, easy to use summary chart of student responses. Illustrations and examples of these reports and their use by classroom teachers are appended. (TJH)

ED 307 365 UD 026 789

Santa Cruz, Rafaela M.; Senour, Maria Nieto

Empowering the Hispanic Female in the Public School Setting. Part II. Evaluation Department Report No. 617A.

San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 28 Feb 89
NOTE- 75p.; For part 1 of this report, see UD 026 788.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; Classroom Research; Elementary Secondary Education; Family Influence; *Females; *High Risk Students; *Hispanic Americans; Interviews; Low Achievement; Parent Student Relationship; Public Schools; Socioeconomic Influences; Student Characteristics; *Student Motivation; Urban Education
IDENTIFIERS- *Empowerment; *San Diego City Schools CA

This report examines factors in high and low academic achievement among Hispanic females in public schools, based on three data sources: student interviews, parent interviews, and classroom observations. The first part of the report, Student Interviews, is subdivided into five sections. Section 1, "Cognitive," covers the following: (1) educational background; (2) school attendance; (3) school experience; (4) experience with teachers; (5) academic performance; (6) classroom experiences; (7) academic problems; and (8) ethnic and cultural issues. Section 2, "Affective," covers the following factors: (1) work aspirations; (2) personal aspirations; (3) friendship-peer relationships; and (4) beliefs and values. Section 3, "Familial," covers language background and usage, family responsibilities and relationships, and family support for education. Section 4, "Economic," covers students' work experiences. Section 5, "Physical," covers experiences with drugs and alcohol, neighborhoods, and social or sport groups. The second part of the report, Parent Interviews, reports findings in the following categories: (1) household and typical activities; (2) care of daughter; (3) opinions; and (4) involvement with school. The third part, Classroom Observations, provides comparative information in the following areas: (1) type of classroom; (2) subject area; (3) students in class; (4) instructional activities; (5) classroom organization; (6) response opportunities; (7) materials used in class; (8) observational notes; and (9) campus comparisons. The report presents 14 conclusions based on these data and offers 12 recommendations. The report includes a 19-item reference list, and student sample selection criteria are appended. (AF)

ED 307 183 SO 019 882

Martz, Carlton, Ed.
Freedom of Assembly: World History, U.S. History, and U.S. Government.
Constitutional Rights Foundation, Los Angeles, Calif.
PUB DATE- 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship; Citizenship Education; *Civics; Civil Disobedience; *Civil Rights; Class Activities; *Constitutional History; Elementary Secondary Education; *Freedom of Speech; History; Instructional Materials; Resource Units; Slavery; Social Studies; Teaching Guides
IDENTIFIERS- *Bill of Rights; *Freedom of Assembly; Garrison (Willia
Lloyd); North Carolina (Greensboro); Tyler (Wat)

This theme issue on the freedom of assembly includes three sections: (1) "World History: Wat Tyler's Rebellion," a glimpse into the English past that provides a valuable perspective for understanding the turbulent origins of the right of U.S. citizens to assemble; (2) "U.S. History: William Lloyd Garrison and the Boston Mob," an account of a northern abolitionist's struggle to establish his right to free speech and his subsequent near lynching; and (3) "U.S. Government: The Lunch Counter Sit-Ins," the story of the civil rights protests in Greensboro, North Carolina. Each section includes a historical essay on the topic area, questions for discussion and writing, a short reference list, and selected activities that mimic the historical events of that section. (PPB)

ED 307 225 SP 030 914

Stier, William F., Jr.
The Pragmatic versus the Philosophical Approach To Coaching Sport--The Assessment of the Athletic Experience by Athletes.
PUB DATE- 1 Jun 88
NOTE- 52p.; Paper presented at the United States Olympic Academy XII (University Park, PA, June 17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; *Athletic Coaches; Evaluation Criteria; Evaluation Methods; Higher Education; *Needs Assessment; *Program Evaluation; *Program Improvement

There is a need for assessment programs, systems, or processes that yield or provide meaningful and long lasting results within a athletic sport or program, enabling professionals as well as athletes to correctly ascertain the benefits of the experience for the students as well as areas which need strenthening or changing. This paper summarizes the components of one specific on-going evaluation system of the intercollegiate athletic experience for more than 600 student-athletes. The evaluation system involves a process which provides insight into the adequacy of the: (1) athletic coaches; (2) athletic administrators; and (3) actual athletic program. The purpose of the process is to provide a more complete and accurate picture of what is presently taking place in terms of the total athletic experience for the athletes so that a corrective or reinforcement action can take place. An outline of the duties and responsibilities of athletic coaches is included. (JD)

ED 307 241 SP 031 146

Handley, Herbert M., Ed.
Preparation for Instruction. A Module of Instruction in Teacher Education. Prepared for Project RAFT.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 82p.; For related documents, see SP 031 144-149.
CONTRACT- 400-85-1053
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Higher Education; *Instructional Effectiveness; *Interaction; *Lesson Observation Criteria; *Lesson Plans; Preservice Teacher Education; Teacher Behavior; *Teaching Methods
IDENTIFIERS- Mississippi State University; *Research Applications for Teaching Project

This module, developed by the Research Applications for Teaching (RAFT) project, was written to assist students to write lesson plans that are effective and interactive. Students are given directions for the preparation of behavioral objectives and for the selection of appropriate instructional methodologies to meet the widely varying needs of preservice teachers in a class. Each component of the lesson plan is discussed and an outline for a lesson plan is given. An example lesson plan is presented. Students prepare a lesson plan in their area of specialization and teach it in simulated conditions. They also perform a series of structured classroom observations in which they observe the instructional plans and teaching methodologies of teachers in regular classrooms. Results of their observations are recorded on data sheets included in the appendices of the module. A major effort is made to assist students to plan lessons which allow for interaction among students. Instruction is given on planning lessons based on inquiry and discovery processes. (JD)

ED 307 272 SP 031 211

Hubbard, Betty M.
Entering Adulthood: Living in Relationships. A Curriculum for Grades 9-12. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-60-5
PUB DATE- 89
NOTE- 95p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95 plus 15 percent handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attachment Behavior; *Helping Relationship; High Schools; High School Students; Homosexuality; Interpersonal Attraction; *Interpersonal Competence; *Interpersonal Relationship; *Secondary School Curriculum; *Sexuality

This module presents six comprehensive, contemporary lessons for high school classes on the elements and complexities of human relationships. Designed to give students a realistic perspective on what it takes to develop, maintain, and--when necessary--break off relationships, this module offers teachers a refreshing, straightforward approach to addressing the spectrum of sensitive relationship issues students experience. The book: (1) examines the components of loving relationships; (2) explores feelings and decisions surrounding the expression of physical attraction; (3) explains the elements of attraction; (4) helps students to identify myths and attitudes related to homosexuality; (5) provides an analysis of constructive elements in relationships; and (6) offers guidelines for ending a relationship and steps for recovering from a relationship that has ended. (JD)

ED 307 286 TM 013 262

Career Ladder Technical Manual: A Guide to Interpreting Your Scores. Teacher Edition, 1986. Draft

Tennessee State Dept. of Education, Nashville.

PUB DATE- 86
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Classroom Observation Techniques; Elementary Secondary Education; *Professional Development; Public Schools; State Programs; Teacher Effectiveness; *Teacher Evaluation; Teacher Promotion; *Test Interpretation; Test Manuals; Test Results
IDENTIFIERS- Placement Tests; *Tennessee Career Ladder Program

This manual gives teachers information about the score reports they receive after participating in the Tennessee Career Ladder evaluation process. It also contains a discussion of the scoring and equating process used to calculate the results. The score report consists of the following: (1) a summary; (2) results by domain; (3) results by competency; and (4) results by instrument. The manual aids the teacher in interpreting each of these categories of information. Raw scores and their meanings are described; the raw scores result from several types of evaluations: observation; dialogue; administration of peer, student, and principal questionnaires; administration of the Professional Skills Test; a professional development and leadership summary; and a consensus rating. Information is also provided about standard scores and their weights. Combining components to get total scores and comparing scores with performances from previous examinees are discussed. The Accelerated Career Development (ACD) program is reviewed to explain how candidates who missed qualifying by a narrow margin can have a second opportunity to qualify. Appendix A contains 29 pages of technical reference in five tables. Appendix B contains bubble weights and score indicators for the observation instrument, which is included, and Appendix C contains pattern scores for the observation instrument. Appendix D is a letter explaining the revised principal questionnaire, which is attached. (SLD)

ED 307 299 TM 013 318

Seaman, Michael A.; And Others
New, Improved Multiple-Comparison Procedures: More Pep with Each Step.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Comparative Analysis; *Error of Measurement; *Monte Carlo Methods
IDENTIFIERS- Bonferroni Procedure; *Multiple Comparisons; Paired Comparisons; Stepwise Regression; Tukey Statistic; *Type I Errors

This Monte Carlo investigation provides some possible solutions to problems related to choosing multiple-comparison methods that maximize true rejections and minimize false ones. It has been argued that the traditional Bonferroni approach to multiple comparisons, which satisfies the statistician's family-wise Type I error concerns, could be improved to satisfy the researcher's power concerns by converting it from a simultaneous procedure to a sequential (or stepwise) procedure. In this study, the algorithm proposed by W. H. Press et. al. (1986) was implemented to obtain random normal deviates. This technique generates random uniformly distributed values and applies the Box-Muller transformation to them. The problem of all-possible pairwise comparisons in a set of "K" independent means was addressed to: (1) assess the Type I error and power characteristics of the sequential Bonferroni approaches on the basis of an empirical study; and (2) compare those approaches with both the traditional Bonferroni and Tukey multiple-comparison procedures. Seven multiple-comparison procedures were used for testing the pairwise comparisons among means. Focus was on the increase in power that can be obtained by sequential tests when the Type I error is to be controlled for a family of comparisons. To provide a broad comparison of both Type I error rates and power among the various procedures, several parameters were varied. Each test was performed using the algorithm prescribed by the particular multiple-comparison procedure based on a family-wise alpha of 0.05. Results suggest that there are valid reasons for replacing the traditional (simultaneous) Bonferroni and Tukey procedures with improved sequential tests. (TJH)

ED 307 339 TM 013 527

Linacre, John M.

Objectivity for Judge-Intermediated Certification Examinations.

PUB DATE- Mar 89

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Evaluators; *Interrater Reliability; *Latent Trait Theory; *Licensing Examinations (Professions); Models; Testing Problems

IDENTIFIERS- *Fairness; *Objectivity; Rasch Model; Stochastic Approximation Method

An accepted criterion for gauging the fairness of examinees' scores, derived from judge-awarded ratings, has been the size of the correlation between the judges and the inter-rater reliability. Various means of achieving inter-rater reliability were reviewed, and a model to measure inter-rater reliability is forwarded. Both theoretical and practical considerations mandate that perfect inter-rater reliability can never be achieved. A stochastic element always remains. Objective measurement of examinees, freed from the severity of the judges and the definition of the rating scale, can be obtained by capitalizing on the stochastic nature of ratings. The resulting measurement model is of the type developed by Rasch. Examples of the model are provided. (TJH)

ED 307 168 SE 050 645

A Plan for Action. A Follow-up to the Position Paper "The Present Opportunity in Education."

Triangle Coalition for Science and Technology Education, College Park, MD.

PUB DATE- Apr 89
NOTE- 17p.; For the position paper, see ED 301 446.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Policy; *Educational Quality; *Educational Trends; Elementary School Science; Elementary Secondary Education; *Financial Support; Futures (of Society); *Government Role; Policy Formation; Science and Society; Science Education; Science Teachers; Secondary School Science; Technological Advancement; *Technology

Policy documents in the past have called for a science education policy which specifically targets major areas of identified need. This document details three recommendations specifically emphasizing programs which do not require significant new funds. These include: (1) "Federal Leadership: Using the 'Bully Pulpit'," which suggests priorities for the White House and the Department of Education; (2) "Massive Reform of Curriculum Content and Delivery," which suggests programs for the National Science Foundation and others; and (3) "More and Better Science and Technology Teachers," which provides suggestions at the federal, state, and local levels. A table detailing the suggested allocation of federal funds for the years 1990 through 1993 is included. (CW)

ED 307 138 SE 050 593

Science: Program of Studies/Curriculum Guide. Grades 8 and 9. Interim 1989. Integrated Occupational Program.

Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0089-4
PUB DATE- 89
NOTE- 98p.; Contains several colored pages and pages with small print which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; Curriculum Development; Educationally Disadvantaged; Foreign Countries; Grade 8; Grade 9; *High Risk Students; Junior High Schools; *Middle Schools; Nontraditional Students; *Physical Sciences; *Science Curriculum; *Secondary School Science; Transitional Programs

The Integrated Occupational Program (IOP) was designed for students who may function a year or more behind their peers. It consists of both core and complimentary courses designed to provide for the development of essential concepts, skills and attitudes in science that will enable the student to function successfully at home, in the classroom, the workplace, and the community. This document contains a list of the goals for the IOP Science Grade 8 and Grade 9 program and discusses the model; social skills; nature of science; science, society and technology; required and elective components; planning; learning resources; methodology; evaluation and scope; and sequence. Statements of the content of the Science Grade 8 and Grade 9 include the program, presentation, and suggested options. (CW)

ED 307 153 SE 050 615

Roseman, Jo Ellen; Brearton, Mary Ann

Computers To Enhance Science Education: An Inservice Designed To Foster Classroom Implementation.

SPONS. AGENCY- Maryland State Board for Higher Education, Annapolis.; National Science Foundation, Washington, D.C.

PUB DATE- Mar 89

NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, March 30-April 1, 1989).

GRANT- TEI-8652000

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College School Cooperation; Computer Literacy; Computer Managed Instruction; Computer Oriented Programs; *Computer Uses in Education; *Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; Science Instruction; *Science Programs; *Science Teachers; Secondary Education; *Secondary School Science; Teacher Effectiveness; Teacher Improvement; Teaching Methods

IDENTIFIERS- Apple II; Baltimore City Public Schools MD

This paper describes an inservice project designed by The Johns Hopkins University and the Baltimore City Public School System to help teachers acquire the skills necessary to effectively integrate computer technology into science instruction. From 1986 to 1988 the project was implemented in the large urban Baltimore school system with 100 teachers who ranged in computer literacy from novice to experienced user. Components of the inservice design included teacher training, acquisition of hardware and software, development of model lessons, and the establishment of an extensive and diverse support system. The nature and extent of implementation of that training is currently being evaluated. Project staff are closely monitoring both personal and classroom use of the computer by those trained. Preliminary results indicate that 90% of trained teachers are using computers to manage instruction, and 75% are using computers in their science classrooms. Included are the classroom observation form and the computer usage questionnaire. (Author/MVL)

ED 307 197 SO 019 902

Staten, Teressa V.; And Others
Curriculum Review Handbook for Social Studies Education in Michigan (K-12).
Michigan State Board of Education, Lansing.
PUB DATE- Sep 88
NOTE- 63p.; For related document, see ED 290 673.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; *Curriculum Development; *Curriculum Evaluation; Educational Improvement; Elementary Secondary Education; *Program Evaluation; Program Guides; *Social Studies; State Boards of Education; State Curriculum Guides
IDENTIFIERS- *Michigan

This document presents a 10-step action plan to guide educators through a review process designed to aid them in the improvement and enhancement of the social studies curriculum for grades K-12. Curriculum review and development are continuous tasks which extend over a span of several years and should be continuous processes. Step 1 involves the organization of a K-12 social studies curriculum committee. In Step 2 the committee produces a needs assessment and an evaluation of the current success in meeting those needs. Step 3 establishes a statement of philosophy within the social studies program. Step 4 involves the development of program goals designed to carry out that philosophy. Steps 5 and 6 identify the sequences of instruction and the range, instructional emphases and course descriptions for various grade level clusters. In step 7, the actual curriculum guides are drawn up. Step 8 involves the selection, development, and evaluation of instructional materials. Step 9 consists of the actual implementation of the program, and step 10 is an evaluation and assessment of student achievement procedures. Six appendices offer models and procedures for implementation of the steps, as well as a policy on teaching controversial issues. (PPB)

ED 307 212 SO 020 016

Bennett, Pamela J.
National History Day: What Historians Can and Are Doing.
PUB DATE- 30 Dec 88
NOTE- 13p.; Paper presented at the Annual Meeting of the American Historical Association (103rd, Cincinnati, OH, December, 27-30 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Competition; Cooperative Programs; Educational Cooperation; Educational Improvement; Elementary Secondary Education; *Extracurricular Activities; *History; *History Instruction; *Student Participation; Surveys
IDENTIFIERS- *Indiana Historical Bureau; Indiana History Day; *National History Day; State Historical Societies

This document describes Indiana's experience with the National History Day program, explores the potential for historical agency involvement, and presents partial results of a survey conducted of History Day coordinators in the state. Indiana History Day was established at the Social Studies Development Center and Indiana University (Bloomington) and picked up by the Indiana Historical Bureau when initial funding ran out in 1980. There are now fruitful collaborations between academic affiliates and historical agencies in both strong and weak programs throughout the country. For a strong organization, there should be a strong cooperative relationship between the state coordinator and the major social studies and history organization or organizations at the state level. Impediments to such collaborations are examined and successful programs are identified. A survey was distributed by the Indiana Historical Bureau and included questions from various state coordinators that had been submitted after the June 1988 national contest. Responses provided a general picture of low funding, few personnel and little staff support, little recognition, and a lack of knowledge among state coordinators about their district level programs. Most states have a long way to go to fulfill the potential that History Day offers for history instruction at all levels. National History Day is one of the best scholastic competitions available, but it must be institutionalized with mechanisms for solid, stable funding and support services to make it the best possible program serving the largest possible number of students and teachers. (GEA)

ED 307 256 SP 031 169

Smyth, John

Problematising Teaching through a "Critical" Perspective on Clinical Supervision.

PUB DATE- Mar 89

NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Agents; *Collegiality; *Critical Thinking; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Interprofessional Relationship; *Professional Development; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- *Clinical Supervision

This paper takes as its starting point the well-known and extensively used process of clinical supervision and shows how what started over 30 years ago as a collaborative process has been harnessed into a sophisticated mechanism of teacher inspection and surveillance. It shows how this co-option has occurred historically through the progressive alignment of clinical supervision with the conservative educational reform movement in schools. It concludes by describing a "critical" perspective through which teachers might not only be able to restore the collaborative intent of clinical supervision, but in the process, enable teachers to regain more control over their teaching. Problematising teaching--creating a narrative text about that teaching and confronting the social, historical, and political agenda expressed in it--are all seen as precursors to the restoration and reclamation of teaching by teachers. (JD)

ED 307 353 UD 026 770

Welfare Hotels. Uses, Costs, and Alternatives. Briefing Report to the Chairman, Subcommittee on Oversight and Investigations, Committee on Energy and Commerce, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-26BR

PUB DATE- Jan 89

NOTE- 64p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more 25% discount).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Family Financial Resources; Family Problems; Federal Aid; *Homeless People; *Hotels; Housing Needs; *Institutional Characteristics; *Low Rent Housing; Poverty; *Social Services; Welfare Recipients; Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children

"Welfare hotels" are commercially-owned, single- or multi-story hotels or motels providing shelter to a clientele composed exclusively or primarily of homeless families receiving public assistance. They often provide inadequate physical conditions and services. Information in the following areas is given about welfare hotels: (1) services provided to families in hotels; (2) hotel use and length of stay; (3) cost of hotels and alternatives; (4) Federal funding--particularly from Emergency Assistance (EA) and Aid to Families with Dependent Children (AFDC)--for hotel stays; and (5) proposals for permanent housing. Also discussed is the Family Support Administration's proposed rule to clarify certain uses of EA and AFDC funds and eliminate what it regarded as inequities and improper use of funds. Six tables and figures illustrate the data. Appendices list states and local jurisdictions contacted and major contributors to this report. (BJV)

ED 307 169 SE 050 646

Livermore, Arthur H.; And Others

How To Form and Operate a Local Alliance. A Handbook for Local Action To Improve Science and Technology Education.

National Science Teachers Association, Washington, D.C.; Triangle Coalition for Science and Technology Education, Washington, DC.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 42p.; Photograph may not reproduce well.
GRANT- TPE-8550934
AVAILABLE FROM- Triangle Coalition for Science and Technology Education, National Science Teachers Association, 1742 Connecticut Avenue, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Cooperation; Cooperative Planning; Cooperative Programs; *Corporate Support; *Educational Improvement; Financial Needs; *Government Role; Institutional Cooperation; Science and Society; *Science Education; *Technology
IDENTIFIERS- *Local Alliances

The growth of local alliances (partnerships of business, industry, labor, professional associations, educators, and other concerned groups) is evidence of a widespread public concern for improving the quality of science and technology education. This document defines the concept of local alliances and discusses aspects of the founding and operation of an alliance. Topics include the composition, needs, goals, priorities, funding, programs and projects, evaluation, communications and publicity of these organizations. Appendices include: (1) conference participants; (2) resources from other organizations; (3) consultants; (4) a list of the members of the Triangle Coalition; (5) excerpts from "Building Alliances for Science Education"; and (6) a questionnaire for local alliance information. (CW)

ED 307 226   SP 031 014

Card, Jaclyn A.; Chamberland, Lee R.
One-on-One Therapeutic Recreation Intervention with Elderly, Mentally Ill Nursing Home Residents: Does It Make a Difference?
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Institutionalized Persons; *Intervention; Leisure Time; *Mental Disorders; Nursing Homes; *Older Adults; *Recreational Programs; *Therapeutic Recreation
IDENTIFIERS- Comprehensive Leisure Rating Scale

The purpose of this study was to test the effectiveness of one-on-one therapeutic recreation intervention on independence in leisure behavior of elderly, mentally ill residents residing in a nursing home. The researchers employed an experimental design and used the Comprehensive Leisure Rating Scale (CLEIRS) to measure independence in leisure behavior. Therapeutic recreation specialists feel that one-on-one therapeutic recreation intervention is the most effective method of improving independence in leisure behavior of elderly, mentally ill residents but few studies exist to support the feeling. Results indicated no difference in independence in leisure behavior between the experimental group and the control group. Group activities appear to be just as effective as one-on-one therapeutic recreation intervention in increasing the degree of independence in leisure behavior of elderly, mentally ill residents. (Author)

ED 307 273 SP 031 212

Bruess, Clint E.; Laing, Susan J.
Entering Adulthood: Understanding Reproduction, Birth and Contraception. A Curriculum for Grades 9-12. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-58-3
PUB DATE- 89
NOTE- 152p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95 plus 15 percent handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; *Birth; *Contraception; High Schools; High School Students; Human Body; *Pregnancy; *Reproduction (Biology); *Secondary School Curriculum; *Sex Education

This module covers in nine lessons the anatomy and physiology of the male and female reproductive systems, the birth process, healthy pregnancy, birthing choices, and contraceptive methods. The book provides detailed teacher information sheets, reproducible diagrams and a step-by-step approach to teaching about these topics with candor and ease. The book: (1) provides accurate information on male and female anatomy and reproductive physiology; (2) discusses ways to confirm pregnancy; (3) presents facts on teenage pregnancy; (4) outlines the stages of pregnancy; (5) examines the influences on a healthy pregnancy; (6) covers birth attendance and birthing environment options; and (7) explains how available contraceptive methods work and presents the advantages and disadvantages of each method. (JD)

ED 307 300 TM 013 320

Hedley, Martha
Status/Trends of Certification/Endorsement/Licensure of Business-Related Teachers in the United States.

PUB DATE- Mar 89
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education Teachers; *Educational Trends; Elementary School Teachers; Higher Education; *Licensing Examinations (Professions); Secondary School Teachers; Shorthand; *State Officials; *Teacher Certification; Teacher Education Programs
IDENTIFIERS- Administrator Surveys

A survey of 50 secondary state officials and one district official with supervisory responsibility for business education was conducted to assess business-subject-related certification/endorsement practices. More specifically, the instrument was designed to determine the following: (1) the number of different types/titles of certification/endorsements issued for teaching business-related subjects; (2) the names/titles of each type of certificate/endorsement licensure for teachers of business-related subjects; (3) whether all states require all business-related teachers to have taken shorthand at the undergraduate level; and (4) grade levels at which business-related teachers are certified/endorsed/licensed to teach. Summary statistics derived from responses concerning 16 business-related subjects are provided for each question. Based on findings, it is recommended that: certifying units with only one type of certification should review their certification standards to meet the educational needs of the students and coincide with business curricula being taught; titles of endorsements should be stated to reflect the subjects that the business teacher can teach; certifying units should consider requiring undergraduate shorthand instruction only for those teachers who will instruct shorthand; and certifying units should consider entire grade range of kindergarten through grade 12/postsecondary, since an emphasis is being placed on elementary instruction in keyboarding and computer literacy. The survey instrument for state officials is appended. (TJH)

ED 307 313 TM 013 441

Gershon, Richard C.

Test Anxiety and Item Order: New Parameters for Item Response Theory.

PUB DATE- Mar 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Adaptive Testing; Adolescents; Adults; *Aptitude Tests; Comparative Analysis; *Difficulty Level; *Latent Trait Theory; *Personality Measures; Personality Traits; Predictive Validity; *Test Anxiety
IDENTIFIERS- *Item Position (Tests); Johnson O Connor Aptitude Tests; Rasch Model

Examinees (N=1,233) at the Johnson O'Connor Research Foundation (JOCRF) were administered one of three test forms in which only item order differed. The study was undertaken to determine the validity of the assumption underlying item response theory (IRT) that there are fixed item parameters that can predict performance. The Rasch IRT model was chosen. The three experimental tests were constructed from 950 items found in the JOCRF's item bank. The population seen at the JOCRF ranges in age from 14 to 60 years. Personality tests administered to subjects included Mandler and Sarason's Test Anxiety Scale and a short series of test-taking strategy items. All subjects took a minimum of 18 aptitude tests. Three primary factors were included in the analyses: (1) level of test anxiety; (2) ability; and (3) difficulty order. Results of the study indicate that item difficulty order, test anxiety, and ability all affect performance, violating assumptions of IRT. It appears that the theory neglects to address the effects of individual differences on test behavior. Adaptive testing techniques are reviewed, and the theories of test anxiety and associated measurement instruments are discussed. New testing strategies are proposed in which personality variables and test characteristics can be incorporated as parameters, allowing tests to be manipulated in a manner that maximizes performance. Three tables and nine graphs present study data. A 55-item list of references is provided. (TJH)

ED 307 326 TM 013 483

Farrell, Gail E.

Curriculum Development, Implementation, and Evaluation: A Cross-Cultural Study of Secondary Schools in Australia, Canada, England, and the State of Georgia.

PUB DATE- Mar 89

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Curriculum Development; Curriculum Evaluation; Decision Making; *Foreign Countries; Instructional Leadership; International Studies; *Principals; *Public Schools; School Surveys; Secondary Education; Secondary School Curriculum; *Secondary Schools

IDENTIFIERS- Australia; Canada; Curriculum Development Process Survey; England; Georgia

Curriculum processes in representative areas of four large Western countries are investigated. Countries involved in the study include Australia, Canada, England, and the United States, which is represented by Georgia. Core curricula in these countries are markedly similar. Data on curriculum development, implementation, and evaluation were collected via a mail survey of secondary school principals randomly selected from lists of principals supplied by the ministry or department of education in each country, province, or state involved. Only secondary, publicly funded schools were sampled. A slightly revised version of the Gallaudet University Curriculum Development Process Survey was used as the survey instrument. The instrument was mailed to 1,030 secondary school principals; on the basis of two mailings, 599 usable surveys were obtained. Eighteen hypotheses were studied using the data collected. Results indicate some confusion among school leaders on responsibilities for curriculum decisions, along with a desire to include a variety of constituencies in the processes. Teacher involvement was particularly emphasized across countries. Each group of principals acknowledged that massive curriculum development or revision was underway due to centralized mandates. The survey instrument--the Curriculum Development Process Survey--is appended. (TJH)

ED 307 340 UD 026 367

Minority Enrollments in Public and Private Schools: State of Washington, October 1986.

Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.

PUB DATE- Feb 87
NOTE- 157p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Elementary Secondary Education; *Enrollment; *Ethnic Groups; Group Membership; Hispanic Americans; *Minority Groups; *Private Schools; *Public Schools; *School Demography; School Registration; Statistical Data; White Students
IDENTIFIERS- *Washington

Each fall the schools of Washington State submit to the Office of the Superintendent of Public Instruction a "School Enrollment Report" (Form P-105) on which is recorded the number of pupils enrolled in each grade and the number of pupils who are members of specified racial/ethnic categories. The racial/ethnic categories and definitions, provided by the U.S. Department of Education, are the following: (1) Black, not of Hispanic origin; (2) Asian or Pacific Islander; (3) American Indian or Alaskan Native; and (4) Hispanic. The school, district, county, and state enrollment totals in this report are accumulations of school enrollments as reported on Form SPI P-105 for October 1986. The public school minority enrollment summary includes the following: (1) Black, 29,561 (3.88 percent); (2) Asian, 37,082 (4.87 percent); (3) Indian, 18,201 (2.39 percent); (4) Hispanic, 32,100 (4.22 percent); and (5) White, 644,484 (84.64 percent). The private school minority enrollment summary includes the following: (1) Black, 2,376 (3.99 percent); (2) Asian, 3,136 (5.26 percent); (3) Indian, 828 (1.39 percent); (4) Hispanic, 1,492 (2.50 percent); and (5) White, 51,778 (86.86 percent). (FMW)

ED 307 366 UD 026 790

Work and Family Responsibilities: Achieving a Balance. A Program Paper of the Ford Foundation.

Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-916584-35-6
PUB DATE- Mar 89
NOTE- 46p.
AVAILABLE FROM- Ford Foundation, Office of Communications, 320 East 43rd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Day Care; *Dual Career Family; *Employed Women; Employer Employee Relationship; *Employment; Employment Opportunities; Equal Opportunities (Jobs); Females; Flexible Working Hours; *Fringe Benefits; *Mothers; Nontraditional Occupations; Public Policy; *Sex Role
IDENTIFIERS- *Family Responsibility; Parental Leave

The relationship between work and family is an issue of growing concern in the United States. The increasing participation of women in the labor force has created new demands for services, especially for low-income families, to offset women's dual responsibilities at work and home. This paper describes a Ford Foundation program to study the place of the workplace in American family life, with the following aims: (1) to broaden the knowledge base on men's and women's roles and their relation to work; (2) to provide models of employer benefit policies and work arrangements; (3) to monitor federal and state policies requiring family benefits; and (4) to promote discussion and exchange on work and family issues. The paper provides an overview of shifts in employment patterns and examines the changing roles of men and women in the workplace. The following family-responsive programs are described: (1) medical leave, including pregnancy disability; (2) family leave, including parental leave; (3) child care; (4) elder care; (5) alternative work schedules; and (6) flexible benefit programs. The paper concludes with a detailed discussion of the four-pronged approach of the Ford Foundation program. A list of 18 references is included. An appendix lists Ford Foundation grants to study work and family issues for 1987-88. (AF)

ED 307 184 SO 019 883

Brueseke, Bonnie A.
An Annotated Bibliography Dealing with Discipline-Based Art Education.
PUB DATE- Apr 88
NOTE- 94p.; Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aesthetic Education; *Art; *Art Education; *Art History; *Art Teachers; Elementary Secondary Education
IDENTIFIERS- Aesthetics; Art Criticism; *Discipline Based Art Education; *Getty Center for Education in the Arts

The J. Paul Getty Trust (Los Angeles) and the Getty Center for Education in the Arts (Los Angeles) are playing a major role in the development, growth and acceptance of discipline-based art education (DBAE). The influence of the Getty Center is growing; art education is changing; and the existing DBAE theory is evolving. This annotated bibliography contains three sections: (1) 13 items regarding the antecedents of DBAE; (2) 21 items on the research and development activities of the Getty Center relating to DBAE; and (3) five items on developing issues in DBAE. An extended summary section also discusses these same three topic areas in depth. A glossary of 22 terms relating to art education is included. (PPB)

ED 307 242 SP 031 147

Handley, Herbert M., Ed.
Effective Classroom Management. The Basic Element of Effective Teaching. A Module for Undergraduate Instruction in Teacher Education in the RAFT Program at Mississippi State University.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 67p.; For related documents, see SP 031 144-149.
CONTRACT- 400-85-1053
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Conflict Resolution; *Cooperative Learning; Discipline; *Grouping (Instructional Purposes); Higher Education; Preservice Teacher Education; Problem Solving; *Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- Mississippi State University; *Research Applications for Teaching Project

This module, developed by the Research Applications for Teaching (RAFT) project, introduces the undergraduate student to practices of teachers in effective schools which facilitate the climate for learning in the classroom. Used with Canter's materials on assertive discipline, the preservice teachers should have an opportunity to reflect carefully upon current problems in classroom management in typical public schools. Brief case studies illustrate problems that may arise in the classroom that require a thoughtful solution. This module provides instruction in grouping within the classroom and in provision for cooperative learning. (JD)

ED 307 287 TM 013 274

Anderson, Paul S.
The MDT Innovation: Machine-Scoring of Fill-in-the-Blank Tests.
Multi-Digit Technologies Corp., Chicago, IL.
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.; Illinois State Univ., Normal. Dept. of Geography-Geology.
PUB DATE- 87
NOTE- 209p.; Financial support also provided by grants from Colonial Ice Cream, Inc.
AVAILABLE FROM- Multi-Digit Technologies Corporation, P.O. Box 14, Normal, IL, 61761 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Answer Sheets; *Computer Assisted Testing; Educational Innovation; Elementary Secondary Education; Feedback; Item Banks; *Scoring; *Technological Advancement; Test Construction; *Test Scoring Machines
IDENTIFIERS- *Fill in the Blank Tests; *Multi Digit Tests

The Multi-Digit Technologies (MDT) testing technique is discussed as the first major advance in computer assisted testing in several decades. The MDT testing method uses fill-in-the-blank or completion-type questions, with an alphabetized long list of possible responses. An MDT answer sheet is used to record the code number of the answer. For computer scoring, the answer cells are filled in with a soft pencil. Part A of this work gives the background and developmental history of the MDT approach. Part B provides practical instructions on how to use the method, including many helpful hints discovered in the 4 years of development and testing. In Part C, four chapters focus on the educational implications of the MDT techniques. Key topics include: (1) cognitive achievement and retention; (2) mastery training; (3) financial costs and benefits; (4) higher order learning; and (5) research and development. These fundamentals explain how MDT techniques can improve education while lowering costs. The MDT method can allow up to 1,000 alternative responses. The computer's memory of the words that correspond to each label number means vastly improved feedback for students, teachers, administrators, and parents. Appendix 1 gives computer program documentation and installation instructions. Appendix 2 is a warning about unauthorized copying of computer software. Appendix 3 is a list of the MDT answer banks available as of February 1987. (SLD)

ED 307 139 SE 050 595

Estrin, Elise Trumbull; Lash, Andrea A.

The Effects of a Marine Science Curriculum and Training Project on Collegiality.

PUB DATE- Mar 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Collegiality; *Curriculum Development; Earth Science; Educational Environment; *Interdisciplinary Approach; Marine Biology; *Marine Education; Networks; Oceanography; Science Instruction; Science Teachers; Secondary Education; *Secondary School Science; Teaching Methods

IDENTIFIERS- Project OCEAN

This paper reports some of the results of an evaluation of Project OCEAN (Oceanic Classroom Education and Networking), a teacher training and curriculum reform project. The paper focuses on results that suggest that Project OCEAN was able to stimulate important collegial behaviors among teachers in all participating schools, and attempts to identify features of the project that might be responsible for these results. Indices of participation and teachers' willingness and confidence to teach marine science show that the project was indeed implemented. In addition to affecting the science curriculum, the project brought about changes in school climate, improving a participating school's potential for continuing improvement. It may be that important steps toward reform, such as beginning to establish a norm of collegiality, can be initiated by agencies outside the school, when schools are voluntary participants. (MVL)

ED 307 198 SO 019 905

McBroom, Kathleen Morrissey; Moseley, James L.
The Art Index: A Basic Tool for the First Year Architectural Student.
PUB DATE- 88
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Architectural Education; *Architecture; *Art Education; Higher Education; Indexes; *Learning Modules; Library Skills; Periodicals; Pretests Posttests; Programed Instructional Materials; Research Skills; Worksheets
IDENTIFIERS- *Art Index

This module is an individualized, self-contained instructional booklet designed to teach the first-year architectural student how to use the "Art Index." The instruction covers such aspects as subject headings, subheadings, see and see-also references, abbreviations, elements of a citation, and finding both subject citations and specific citations. Worksheets and tests provide feedback throughout the exercise. A pretest and posttest is also included. The module was field-tested on a variety of subjects. (Author)

ED 307 213 SO 020 041

Gorn, Cathy, Ed.
National History Day in the Classroom. National History Day, Supplement Number 5.
National History Day, Inc., Cleveland, OH.
PUB DATE- 88
NOTE- 56p.; Photographs may not reproduce clearly.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Class Activities; *Competition; *Educational Improvement; Elementary Secondary Education; Extracurricular Activities; *History; *History Instruction; Performance; Student Interests; Student Motivation; *Student Participation; Teaching Methods
IDENTIFIERS- *National History Day

This document is designed to give teachers some ideas for classroom and school History Day activities. Available ERIC resources about National History Day are listed and a five-point plan to establish a school History Day is provided. Successful approaches to implementing History Day, from actual teachers' experiences, are detailed. A step-by-step approach to help students organize and complete their projects is presented. Eighteen handouts which help the process are included. "How to Start History Day in the Classroom" is the topic of an essay that suggests ways to motivate students and stimulate their interest in some topic. Evaluation forms and student worksheets complement this essay. Another essay describes ways to help students prepare successful History Day entries. Support and encouragement are crucial in the development of the project, at the competition, and after--regardless of the outcome. A guide for reading historical documents is presented to help students in the learning and research process. Two elementary teachers describe how they use Ada Millington's diary in the classroom. The diary depicts the life of a 12-year-old girl traveling across the country in the 1860s. Suggestions for developing historical papers for the History Day competition are outlined. Other sections describe how to create successful media and performance presentations. Four activities help students develop performances and a 15-item bibliography on drama in education is included. Finally, the "hows" and "whys" of a successful History Day project are summarized. The guide is illustrated with numerous black and white photographs. (GEA)

ED 307 257 SP 031 170

Tharp, Roland
The Institutional and Social Context of Teaching.
PUB DATE- 27 Mar 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Administrative Organization; Bureaucracy; Educational Change; Elementary Secondary Education; Institutional Characteristics; *School Organization; *Teacher Administrator Relationship; *Teacher Student Relationship

This paper discusses the links among (1) schools' formal organizational structures; (2) the interactions of administrators and faculties; and (3) the patterns of thinking that grow from these interactions. These in turn have consequences for teacher-student interactions, and ultimately effect the cognitive development of students. Each of these levels of school functioning is nested within the next, in an organic unity, which accounts for the resistance of school to reform and innovation. The implications for educational research and practice is discussed, both in theoretical and practical terms. (Author)

ED 307 354   UD 026 771

Impacts of Education Reform. Statement of Eleanor Chelimsky, Assistant Comptroller General for Program Evaluation and Methodology, before the Subcommittee on Elementary, Secondary and Vocational Education Committee on Education and Labor, United States House of Representatives.

General Accounting Office, Washington, D.C.
REPORT NO.- GAO/T-PEMD-89-2
PUB DATE- 7 Mar 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Students; *Dropout Rate; *Educational Change; Educational Improvement; Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; Enrollment Trends; *High Risk Students; Hispanic Americans; Low Achievement; Mathematics Achievement; Program Effectiveness; Program Evaluation; Racial Differences; Reading Achievement; *Urban Schools; *Vocational Education

The testimony presented in this report addresses the effects of recent reforms on the achievement of disadvantaged students, their dropout rates, and their enrollments in vocational education. An evaluation of programs in four large-city school districts revealed that educational reform has been neither a disaster nor a boon for the performance of low-achieving students: the reforms have not improved educational outcomes to any great extent. All students demonstrated a very similar achievement pattern to that of at-risk students. The educational reform may have done less to aid Hispanic students than Blacks. The reforms did not improve the performance of students no at risk; nor did they have any effect on dropout rates, though they may have contributed to a small decline in vocational enrollments. Prior progress was not maintained for some disadvantaged groups, at least over the short-term. The long-term effects of the reforms have yet to be seen. If the educational reforms did not have the damaging effects on low-achievers that some feared they would, neither did they produce the general advances that advocates of reform have hoped for. Data are presented on five tables and figures. (BJV)

ED 307 154 SE 050 617

Schlenker, Richard M.; Yoshida, Sarah

Building Fossils in the Elementary School and Writing about Them Using Computers.

Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 89
NOTE- 13p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; Computer Uses in Education; *Elementary School Science; *Paleontology; Primary Education; *Process Education; *Science Activities; Science Curriculum; Science Instruction; Science Interests; *Science Materials; Scientific Methodology; *Word Processing
IDENTIFIERS- Process Skills

This material describes a fossil-building activity using sea shells, chicken bones, and plaster for grade one through three students. Related process skills, vocabulary, computer principles, time requirements, and materials are listed. Two methods of building the fossils are discussed. After building the fossils, classes may be divided into pairs of students. Students are allowed to examine their fossils, compare the fossils with the real object, conduct a class discussion, and make a hypothesis about what it might mean if the fossils are not good duplications of the original. Children may write their reports using a computer/word processing program. Four activities for curriculum extension are suggested. (YP)

Vukasin, Helen L., Ed.
Agroforestry Systems in Zimbabwe: Promoting Trees in Agriculture.
CODEL, Inc., New York, NY.
PUB DATE- 89
NOTE- 65p.; A report on the National NGO Workshop on Agroforestry (Nyanga, Zimbabwe, June, 1987).
AVAILABLE FROM- CODEL, Inc., (Coordination in Development), 475 Riverside Drive, Room 1842, New York, NY 10115 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Agriculture; Conservation (Environment); Conservation Education; *Developing Nations; *Environmental Education; Foreign Countries; *Forestry; Land Use; *Natural Resources; Technology; Trees; Workshops
IDENTIFIERS- *Africa; *Agroforestry

Agroforestry has been defined as a sustainable crop management system which combines the production of forest crops with field crops. In June, 1987, an agroforestry workshop took place in Nyanga, Manicaland, Zimbabwe. This document was prepared to share the information presented at this workshop with other non-government organizations around the world. Included are summaries of the program in general, five presentations, group discussions, and initiatives in Zimbabwe. Appendices include: (1) a list of participating organizations; (2) the workshop program; (3) a list of species suitable for agroforestry; (4) agroforestry project design considerations; and (5) references. (CW)

Pay Equity: An Issue of Race, Ethnicity, and Sex.

National Committee on Pay Equity, Washington, DC.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Feb 87
NOTE- 213p.
AVAILABLE FROM- National Committee on Pay Equity, 1201 Sixteenth Street, NW, Suite 420, Washington, DC 20036 ($14.95).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Employment; *Comparable Worth; Employment Practices; *Equal Opportunities (Jobs); Ethnic Discrimination; *Racial Discrimination; Racial Segregation; *Salary Wage Differentials; *Sex Discrimination; *Wages
IDENTIFIERS- California (Los Angeles County); New York; Washington

While the continuing wage gap between men and women, Whites and non-Whites has been well documented, the purpose of this study was to examine the role which discrimination on the basis of race/ethnicity as well as sex plays in the setting of wages. Whether pay equity is an effective means of remedying race-based wage discrimination was also explored. A study by the Memphis State University (Tennessee) Center for Research on Women indicates that non-Whites were under-compensated for the work they performed. This wage dissimilarity was also reflected in an occupational dissimilarity between sexes and races. Occupations were examined according to the concentrations of specific groups within them, and average earnings by the percentage of specific groups in that occupation. The impact of education and experience on the hypothetical implementation of pay equity was reviewed. Pay equity for Blacks and Hispanics in New York State government employment was looked at by the Center for Women in Government, Rockefeller College, State University of New York, and revealed that job titles held by Black and Hispanic women were the most undervalued. A study by the University of Washington (Seattle) showed that regardless of the statistical mode used females and Black males were paid less for similar jobs even when other factors were taken into account. This study illustrated that while pay equity was a solution to race and sex based discrimination, the finding that wage differentials were tied to the job category pointed to a different set of issues: those of job segregation. The Service Employees International Union (SEIU), AFL-CIO, investigated race and sex discrimination in Los Angeles County employment policies and documented patterns of segregation on the basis of race and sex which perpetuate wage discrimination. The document contains 34 tables, 8 figures, and 9 appendixes providing data which support the findings of the National Committee on Pay Equity and the three case studies. References are also given. (PPB)

ED 307 227 SP 031 069

Stevens, Deborah A.

How To Enhance Movement Education Skills through the Use of Student Worksheets.

PUB DATE- Jan 88
NOTE- 28p.; Paper presented at Sharing the Wealth in Elementary and Middle School Physical Education Conference (Jekyll Island, GA, January, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Instructional Materials; *Learning Strategies; *Movement Education; Perceptual Motor Learning; Physical Education; *Teaching Methods

This paper describes the value of movement education for all children and provides examples of various worksheets that can be used in the physical education setting to enhance various lesson themes and objectives for movement education. The use of worksheets can assist the physical educator in determining if concepts can be demonstrated in a movement setting as well as through use of the cognitive processes. Formative and summative evaluation procedures can be used to determine the value of the learning experience. (JD)

ED 307 274 SP 031 213

Zevin, Dale
Into Adolescence: Choosing Abstinence. A Curriculum for Grades 5-8.
  Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-66-4
PUB DATE- 89
NOTE- 87p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830,
  Santa Cruz, CA 95061-1830 ($19.95 plus 15 percent handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Curriculum; Friendship; Intermediate
  Grades; *Interpersonal Attraction; Junior High Schools; Junior High
  School Students; *Peer Influence; *Self Esteem; Sex Education;
  *Sexuality; Social Responsibility; *Student Behavior

This book encourages sexual abstinence as the logical, positive choice for middle school students. The book emphasizes that abstinence eliminates the risks of unwanted pregnancy, sexually transmitted disease, and emotional upheavals. This module's seven sequenced lessons are designed to develop both cognitive and behavioral skills and focus on conveying these three important messages to students: (1) don't let someone else decide your sexual behavior; (2) you can have positive relationships without engaging in sexual intercourse; and (3) you can choose to say "no" to sex. (JD)

ED 307 199 SO 019 909

Moon, Russ
Oral Assessment in GCSE Economics. Research Papers in Economics Education, Number 14.
London Univ. (England). Inst. of Education.
PUB DATE- Nov 88
NOTE- 35p.; Graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Comparative Analysis; *Comparative Testing; *Economics Education; Educational Certificates; Foreign Countries; Group Testing; Individual Testing; Response Style (Tests); Secondary Education; Social Studies; Test Format; *Test Interpretation
IDENTIFIERS- *General Certificate of Secondary Educ (England); Great Britain; *Oral Examinations

Since the emergence of the General Certificate of Secondary Education (GCSE) there have been calls for improved methods of assessing economics. Oral assessment has been suggested as a possible technique and this study investigated whether it might be used to allow students to demonstrate achievement in GCSE economics. The empirical study compared students' performances on a GCSE specimen question given in both written and oral form. The results show that orals of this type would probably not play a useful role in GCSE economics. There were, however, indications of the types of oral questions which could be used. This might be informal, using a variety of stimulus materials with follow-up questions playing an important role. Examples of the oral and written questions and the context in which they were given are provided, as well as 15 tables and graphs of test data and a 16-item reference list. (Author/PPB)

ED 307 243 SP 031 148

Handley, Herbert M., Ed.
Developing Classroom Interactions Which Signal Effective Teaching. A Module for Undergraduate Instruction in Teacher Education in the RAFT Program at Mississippi State University.
Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 39p.; For related documents, see SP 031 144-149.
CONTRACT- 400-85-1053
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Classroom Observation Techniques; *Group Dynamics; Higher Education; *Interaction Process Analysis; Junior High School Students; *Listening Skills; Preservice Teacher Education; *Questioning Techniques; Student Reaction; Teacher Behavior; Teacher Characteristics; Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Mississippi State University; *Research Applications for Teaching Project

In this module, developed by the Research Applications for Teaching (RAFT) project, preservice teachers study the major types of classroom interactions which occur between teachers and students and review the research findings showing how these interactions are related to effective teaching. Much effort is spent on describing procedures for developing questioning strategies, the most useful tool a teacher possesses for the development of students' understanding of concepts. Good attending and listening behaviors of teachers are also illustrated. Special interactions and procedural strategies for working with junior high age students are discussed in detail. The preservice teachers' learning experiences are centered around viewing videotapes of teachers with effective interaction techniques. They audiotape classroom interactions similarly to the way researchers do when they study the classroom behaviors of teachers. In simulation, each preservice teacher does an inductive-based presentation in cooperation with a peer group. This simulation is videotapes so that the listening, questioning, and attending skills of the presenter may be observed. (JD)

ED 307 258 SP 031 175

Butler, E. Dean; And Others
Empowering Teachers through Collaborative Mentoring Designs: An Empirical Assessment.
PUB DATE- Mar 89
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Career Ladders; *College School Cooperation; Elementary Secondary Education; Higher Education; *Mentors; *Professional Development; *Program Evaluation; *Status; *Teacher Attitudes; Teacher Interns; Teacher Orientation
IDENTIFIERS- Beginning Teacher Induction; Memphis State University TN

In 1985 the College of Education at Memphis State University, in cooperation with several school districts, implemented teacher internship programs which focused on the induction process and mentor support systems. Collaborative arrangements associated with the internship designs included: (1) use of Tennessee career ladder teachers as mentors; (2) coordinated support by university faculty as pedagogical and content-area mentors; (3) instructional support for the schools; (4) facilitation of teacher recruitment through school-based referrals; (5) professional growth opportunities for teacher-mentors; (6) opportunities for creative school staff utilization and program development made possible by the presence of the interns; and (7) comprehensive assessment of beginning teacher competencies through use of the state's teacher evaluation plan. Early evaluations of this program revealed that participating teacher mentors reported finding personal and professional benefits associated with mentoring. This study sought to assess specific teacher empowerment dimensions realized through performance of mentor and cooperating teacher roles and to identify influential programmatic and personal factors. One notable finding was that consistently higher ratings of empowerment outcomes were reported by black mentors. Data is displayed in 11 Tables. (JD)

ED 307 314 TM 013 442

Salzman, Stephanie A.
Causal Attributions as Predictors of Academic Achievement in Father-Absent Children.

PUB DATE- Mar 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attribution Theory; Educational Attainment; *Elementary School Students; *Fatherless Family; Grade 6; Intermediate Grades; Mother Attitudes; Occupations; Parent Influence; Parent Student Relationship; *Predictor Variables; Self Concept; Sex Differences; Socioeconomic Status; *Unwed Mothers

The purpose of this study was to examine the potential impact of maternal attributions and self-attributions on the academic achievement of father-absent children in comparison to commonly identified family interaction and demographic variables. Subjects included 33 male and 34 female father-absent sixth graders (mean age of 11.6 years) and their single mothers living in a metropolitan area of southeastern Idaho. The sample included Black, American Indian, and White students. On the average, fathers had been absent from the home for 34 months as a result of divorce, separation, or desertion. Thirty of the mothers had sole legal custody, while the remainder had either joint legal or physical custody of their children. Demographic variables included within the scope of the study were socioeconomic status, mother's and father's educational levels, sex of the child, and mother's occupation. Family interaction variables included the mother-father relationship, father-child contact, and mother-child contact. To assess causal attributions, each mother-child pair was asked, during a home interview, about the child's school successes and failures. Then, each mother and child completed separate attribution scales. Multivariate analyses of variance were conducted to investigate whether there were significant differences in causal attributions by gender of the child, maternal occupation, or custody arrangement. Results indicate that father-child contact, mother attributions for the child's success, and the child's attributions for success account for a significant portion of the variance in academic achievement of father-absent children. A 45-item list of references is provided. (TJH)

ED 307 327 TM 013 485

Tamir, Pinchas
Some Issues Related to the Use of Justifications to Multiple Choice Answers.
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biology; College Entrance Examinations; Comparative Analysis; Cross Cultural Studies; *Distractors (Tests); Foreign Countries; Grade 10; Grade 11; Grade 12; High Schools; *High School Students; *Multiple Choice Tests; *Science Tests; Secondary Education; Test Construction; *Test Format
IDENTIFIERS- *Answer Constructs; California; Israel; Justification (Psychology); Parallel Test Forms

An investigation of biology matriculation tests in Israel was undertaken to assess the use of justifications with multiple-choice items and to compare the effect of three item formats on students' performance. More specifically, the study was designed to determine the: (1) extent to which justifications will differ if the correct answer is made known to the students so that they can concentrate on the justification; and (2) necessity of distractors. Subject samples included 114 tenth and eleventh graders in 7 California high schools in 1987 and 350 Israeli twelfth graders who studied biology toward the matriculation examination in 1987. The same 20 items were presented to the students in three formats--standard multiple-choice, multiple-choice in which the correct answer is marked, and a simple statement of the correct answer without the distractors. Students' justifications for the three item formats were compared, and significant differences were found. Results confirm the usefulness of justifications as a diagnostic tool and indicate the usefulness of future uses of justifications, particularly in the development of two-tier items. (TJH)

ED 307 341 UD 026 489

Greenstein, Robert; And Others
Shortchanged: Recent Developments in Hispanic Poverty, Income, and Employment.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- Nov 88
NOTE- 49p.
AVAILABLE FROM- Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Dropouts; *Economic Factors; Employment Level; Equal Opportunities (Jobs); Ethnicity; Family Size; *Government Role; *Hispanic Americans; Mexican Americans; Older Adults; One Parent Family; *Poverty; Puerto Ricans; *Racial Differences; Unemployment
IDENTIFIERS- Feminization of Poverty

Despite a fifth year of economic recovery in 1987, the poverty rate for Hispanic Americans remained at nearly the same level in 1987 as during the severe recession of the early 1980s. Among non-Hispanics, by contrast, poverty rates have declined during the recovery, making Hispanics the only racial or ethnic group whose poverty rates remain at or close to recession levels. Although measures of national economic conditions such as the unemployment rate were at about the same level in 1987 as in 1978, Hispanic poverty rates were sharply higher in 1987 than in 1978. This is due in part to a worsening poverty rate for Hispanic married-couple families. Poverty has grown at an especially rapid rate among the following Hispanic groups: (1) children; (2) the elderly; (3) high school dropouts; and (4) Mexican Americans. Puerto Ricans still have the highest poverty rate. The rise in poverty has affected all regions of the country. Poor Hispanics are growing poorer. Hispanic incomes have also declined, and now fall farther behind the income of the typical White family than at any other time on record. Nearly one out of every four Hispanic families is female-headed. Although the Hispanic unemployment rate has declined, the wages being paid to Hispanics have eroded, and now fall well below the levels of the late 1970s. Federal budget policies have cut programs that benefited two-income households; this disproportionately affected Hispanics. Tables and figures illustrate the data. (BJV)

ED 307 367 UD 026 791

Reynolds, Arthur J.

A Structural Model of First-Grade Outcomes for an Urban, Low Socioeconomic Black Population.

PUB DATE- Apr 89
NOTE- 29p.; Paper presented in a symposium at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Educational Attainment; *Grade 1; Hispanic Americans; Kindergarten; *Kindergarten Children; Low Income; *Minority Group Children; Models; Outcomes of Education; Parent Influence; Path Analysis; *Predictor Variables; Primary Education; *Readiness; Urban Education
IDENTIFIERS- *Psychosocial Factors

This study tested an integrative longitudinal model of the early schooling process on three first-grade outcomes for 1,539 poor urban ethnic minority children (1,470 Black; 69 Hispanic). The model views educational attainment as a function of readiness characteristics upon entry into kindergarten and intervening kindergarten and first-grade social-psychological variables. A block recursive path analysis was used to test the model. Major findings were that cognitive readiness resulting from kindergarten experience had pervasive indirect effects on all first-grade outcomes, and intervening variables of motivation, peers, parent involvement, and mobility had significant direct and/or indirect effects on the attainment process. These latter variables are directly under the influence of families and schools. The links in the attainment and motivational patterns are still forming. The stability of results needs to be monitored carefully. Four illustrations and one table of statistical data are included. A list of 56 references is appended. (FMW)

ED 307 140 SE 050 596

Thomas, Phyllis M.
Education Consolidation and Improvement Act-Chapter 1. Final Evaluation Report, Mathematics Improvement Component: Elementary Program, Middle School Program, and Middle School Pilot Program.
Columbus Public Schools, OH. Dept. of Evaluation Services.
REPORT NO.- EVALSRVCS/P514/RPTFMIC88
PUB DATE- Jul 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Elementary School Mathematics; Elementary Secondary Education; *Low Achievement; *Mathematical Enrichment; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Mathematics Teachers; Middle Schools; Secondary School Mathematics
IDENTIFIERS- *Columbus Public Schools OH

The Mathematics Improvement Component (MIC) was implemented in the Columbus (Ohio) Public Schools in 1987-88 to improve the skills and achievement levels of pupils who were low achievers in mathematics. Three programs comprised MIC: the Elementary Program, the Middle School Program, and the Middle School Pilot Program. In the first two (nonpilot) programs, selected pupils were served in computer-assisted instruction (CAI) labs. The MIC-Pilot program teachers used a variety of instructional methods. The MIC-CAI programs served 883 pupils in grades two through six for an average of 3.6 hours of instruction per week. Analysis of the Comprehensive Tests of Basic Skills (CTBS) Total Mathematics scores indicated an average growth of 16.0 normal curve equivalent (NCE) points for the 6.2 month instructional period. The amount of NCE change varied inversely with grade level. The MIC-Pilot program served 210 pupils in grades six and seven for an average of 1.8 hours of instruction per week. Analysis of the CTBS Total Mathematics scores indicated an average growth of 14.6 NCE points for the same period. Three inservice meetings were rated highly by program teachers. Three recommendations were suggested for each program. Tables and instruments are provided in the appendices. (YP)

ED 307 155 SE 050 621

Groundwater: Illinois' Buried Treasure. Education Activity Guide.
Environmental Education Association of Illinois, Chicago.
SPONS. AGENCY- Illinois State Dept. of Energy and Natural Resources, Springfield.
PUB DATE- Feb 89
NOTE- 70p.; Drawings may not reproduce well.
AVAILABLE FROM- Illinois Dept. of Energy and Natural Resources, Groundwater Education, 325 W. Adams, Springfield, IL 62704-1892 (Illinois teachers only).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Conservation (Environment); *Conservation Education; *Environmental Education; *Instructional Materials; Natural Resources; Physical Environment; Physical Sciences; *Science Activities; Secondary Education; *Secondary School Science; Waste Disposal; Waste Water; Water; Water Pollution; *Water Resources
IDENTIFIERS- *Ground Water

Groundwater is an extremely valuable resource that many feel has been too long neglected and taken for granted. There is growing recognition in Illinois and throughout the United States that comprehensive groundwater protection measures are vital. Illinois embarked on a course in protecting groundwater resources with the passage of the Illinois Groundwater Protection Act in 1987. The Interagency Coordinating Committee on Groundwater brought 10 state agencies together to solve problems related to groundwater contamination. The Department of Energy and Natural Resources' primary responsibilities under the act involve research, monitoring, technical assistance, and education. This activity guide was produced in response to groundwater legislation in Illinois and is correlated with state learning goals in biology and physical sciences. Ten activities include the water cycle, how different soils affect water movement, porosity and permeability, water filtering, water monopoly, hazardous substances, waste disposal, and decision making. Appendices include background information, activity sheets, a glossary, a list of agency resources, additional curricular resources, and a conceptual framework. (CW)

ED 307 228 SP 031 088

Lines, Patricia M.
Who Will Get Merit Pay? Who Goes up the Career Ladder? A Legal Perspective.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ECS-WP-LEC-84-12
PUB DATE- Dec 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bias; *Career Ladders; Civil Rights; Due Process; Elementary Secondary Education; Equal Opportunities (Jobs); *Evaluation Criteria; *Legal Problems; *Merit Pay; *Teacher Evaluation; Teacher Morale

This discussion on merit pay and career ladders focuses on legal questions about evaluation fairness. If the concern of teachers for fairness is heeded, policymakers must include in enabling legislation for teacher incentive programs procedures designed to minimize the impact of bias for or against particular individuals or particular teaching methods. Existing constitutional and legal requirements for due process, or for hearings, are not adequate, and new law is needed. Teacher incentives may be a good idea, but if they are based on the wrong criteria or poor evaluations, they will backfire. If a commitment to developing and paying for a good system is lacking, these programs should be tabled. Everything depends upon the development of criteria that truly measure good teaching, and a fair and workable evaluation system. (JD)

ED 307 275 SP 031 214

Post, Jory
Into Adolescence: Living in a Family. A Curriculum for Grades 5-8.
Contemporary Health Series.

SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-64-8
PUB DATE- 89
NOTE- 135p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95 plus 15 percent handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescents; Cultural Background; *Elementary School Curriculum; *Family Life; *Family Relationship; Intermediate Grades; Junior High Schools; Junior High School Students; *Parent Child Relationship; *Role Perception; Siblings; *Socialization; Values

This module teaches respect for diversity in family structures, cultural values, and tradition. It gives middle school teachers 11 lessons and teaching plans that are sensitive to the wide range of family experiences of their students. The book emphasizes the importance of providing for the basic needs of family members--shelter and food, socialization and education, self-worth, protection, love and affection. Other topics include: (1) the variety of family structures; (2) relationships within the family system; (3) roles of family members; (4) privileges and responsibilities; (5) family traditions and holidays; (6) family culture and heritage; (7) how to read a family tree; and (8) conflict resolution. (JD)

ED 307 288 TM 013 277

Gonzalez-Suarez, Mirta; Ekstrom, Ruth B.
Are U.S. Elementary School Reading Textbooks Sex Stereotyped?
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary Schools; Females; Instructional Materials; International Studies; Males; *Reading Materials; Role Models; Sex Fairness; Sex Role; *Sex Stereotypes; *Textbook Bias; Textbook Content; Textbook Evaluation

Seven representative elementary school textbooks used in the United States were examined, as part of an international study of sex-stereotyping in textbooks, to determine whether the depiction of males and females was qualitatively and quantitatively sex-equitable. The analysis used a gender models checklist developed by M. Gonzalez-Suarez (1986) to examine textbooks in Costa Rica. The checklist uses 45 gender models subdivided into 12 categories. Content coding was done separately by two persons. The most recent editions of reading textbooks for the pre-primer through the sixth-grade level were obtained from four major publishing companies: Addison-Wesley; Houghton-Mifflin; Macmillan; and Scott-Foresman. One book was selected at random across the publishers for the seven grade levels. Out of the 4,665 models coded, 2,960 were masculine and 1,705 were feminine. Males were present more often in the text, at 64%, than in the illustrations, at 61%. Males were most likely to be depicted in occupational roles or as historical figures. Females were most likely to be depicted in a way that emphasized their personality characteristics. When results were compared to those of a study over a decade ago, some efforts to remove sex bias were apparent, with females engaging in a wide range of occupations and displaying a wide range of personality traits. Males, although shown engaged in housework and as being affectionate with children, were rarely shown in traditionally female occupations. Four tables present study findings. (SLD)

ED 307 301 TM 013 327

McBee, Maridyth M.; Kimball, George H.
The Effects of Differential Delivery Schedules in a Middle School Chapter 1 Program.
PUB DATE- 82
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Compensatory Education; Grade 6; Grade 7; Grade 8; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Junior High School Students; *Middle Schools; Remedial Mathematics; *Remedial Reading; *School Schedules; Supplementary Education; Time Blocks
IDENTIFIERS- California Achievement Tests; *Education Consolidation Improvement Act Chapter 1

This study investigated whether Chapter 1 middle school students showed more achievement gain when delivery of the pull-out supplementary reading or mathematics instruction was "massed" in time blocks or "distributed" weekly across the school year. All students in one Middle School Chapter 1 Learning Center program participated in the study. Approximately 250 students in supplemental reading and 260 students in supplemental math were randomly assigned to one of three delivery schedules for receiving Chapter 1 services throughout the school year. The Learning Center had four Chapter 1 teachers and four Chapter 1 assistants (two of each for both reading and mathematics). Analysis of the end-of-year California Achievement Tests (CAT) total reading scores, using fall achievement scores as a covariate, showed a marginally significant group effect favoring the once-per-week delivery schedule. A similar analysis of CAT total math scores showed no significant differences across the delivery schedules, although the once-per-week group did have the highest posttest mean. Two figures provide reading and mathematics results by group and by grade. (Author/TJH)

ED 307 171 SE 050 650

Picking Up the Pace: The Commercial Challenge to American Innovation.
Council on Competitiveness, Washington, DC.
PUB DATE- Sep 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *College Science; *Competition; Financial Support; Foreign Countries; Free Enterprise System; *Government Role; *Public Policy; Research Universities; *Science and Society; Technological Advancement; *Technology

Success in the rapid commercialization of technology has changed over the years as competition from foreign countries has increased. The United States has been slow to respond to the changing nature of the technological competition. This report focuses on the role of the federal government in facilitating and removing impediments to the commercial application of technology. Issues discussed include: (1) foreign competition; (2) the commercialization problem; (3) the fragmented public policy environment; (4) the new developments in U.S. technology policy; and (5) the regulatory and macroeconomic framework. A number of findings and recommendations are presented. (CW)

ED 307 214 SO 020 055

Global Issues in the Elementary Classroom.

Denver Univ., Colo. Center for Teaching International Relations.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.

REPORT NO.- ISBN-0-89994-322-5
PUB DATE- 88
NOTE- 134p.; For related document, see SO 020 122.
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 or Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, CO 80208.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Cultural Awareness; Elementary Education; *Global Approach; Social Studies; Values; *World Affairs; World History
IDENTIFIERS- *Global Studies

Not only is it important to present a global perspective across the curriculum, it is especially important that children be introduced to a global perspective as early as possible. Children are most amenable to learning about other peoples and cultures between the ages of seven and 12. This guide contains 24 classroom activities designed to illustrate the concepts of global awareness, human values, global systems, global issues and problems, and global history. Each activity suggestion includes sections on: introduction, objectives, grade level, time required, materials and preparation, procedure, and follow up. A list of 35 additional resource materials and 37 organizations is also included. (PPB)

ED 307 355 UD 026 772

Smith, Kitty Lou
Teacher Expectations and Minority Achievements; A Study of Black Students in Fairfax County.
Fairfax County Schools, Va.
PUB DATE- Feb 89
NOTE- 42p.; Paper presented at the Eastern Educational Research Conference (Savannah, GA, February 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; Elementary Education; Elementary School Students; *Family School Relationship; Interviews; Observation; Parent Attitudes; Parent Participation; *Racial Attitudes; Racial Bias; Role Perception; Socioeconomic Status; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Fairfax County School VA; Ogbu (John)

This report assesses the relationship between teacher expectations and the achievement of black intermediate school students attending school in Fairfax County, Virginia, a relatively affluent part of the Washington, D.C., metropolitan Area. Information was culled from interviews with and observation of 46 black students, their peers, teachers, counselors, parents, and others. Findings indicate that the presence of a modified caste system prevents the majority of black students from crossing cultural boundaries and achieving academic success. Many of John Ogbu's findings in his Stockton study and subsequent research were corroborated in Fairfax: the teacher's perceptions of their black students were molded by their own cultural perceptions and historical experiences. The black students and their parents were generally viewed in terms of their birth-ascribed status rather than their achieved status. Teachers generally attributed the underachievement of their black students to cultural deprivation and lack of parental concern, and had limited knowledge and understanding of the back students and their families. Communication with parents rarely occurred before the student was having difficulty in school, due to the teachers' low expectations of parental interest and the tendency of black parents to avoid communication with the teacher. Recommendations to ease the black students' crossing of cultural barriers are offered. A table illustrates some of the data. A 69-item bibliography is included. (BJV)

ED 307 186 SO 019 885

Torney-Purta, Judith

Political Socialization.

PUB DATE- 6 Oct 88
NOTE- 53p.; Paper presented at the National Conference on Citizenship for the 21st Century (Washington, DC, October 5-7, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Cognitive Mapping; Cognitive Processes; *Cognitive Style; *Curriculum Development; Curriculum Enrichment; Educational Policy; Elementary Secondary Education; *Political Socialization; *Schemata (Cognition); *Social Studies

Past research on political socialization has failed to provide clear implications for educational policy or practice. However, reconceptualizing that research using a framework derived from cognitive psychology can reveal relationships between political socialization and education not previously seen. In this reconceptualization, schema or conceptual networks are the primary vehicles for remembering and retrieving information and using that information to solve problems. Such an analysis of previous research reveals four points. One, the typical school curriculum presents information in a way which does not allow the student to relate it to existing schemata and, when appropriate, to restructure them. Two, there are some general cognitive characteristics which need to be taken into account in curricular formulations. These include adolescent difficulties in decentering, perceiving reciprocity, and coordinating different parts of their personal schemata. Three, an active student involvement with controversial issues combined requires them to defend various positions stimulates students' restructuring of schemata and positively contributes to civic education. Four, the conceptualization of social or political schema, when linked with recent work on reading, suggests the possibility of dealing explicitly with students' concept maps as part of instructional methods. Asking students to construct and discuss concept maps or diagrams of political actors and actions may be a useful tool for increasing the complexity of their schemata. If current research on political socialization in young people focused on schemata and conceptual networks, it would be more useful in improving citizenship education than it has been. (PPB)

ED 307 200 SO 019 923

Cohn, Sheryl L.
Paulo Freire: The Man and His Educational Theory.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; *Educational Philosophy; *Educational Theories; Foreign Countries; *Humanistic Education; *Literacy; *Literacy Education; *Progressive Education; Revolution
IDENTIFIERS- *Freire (Paulo)

An examination of Paulo Freire's educational pedagogy reveals a belief in education as a subversive force, where schools are the agent of change. In Freire's theories of liberatory education, education should open minds to higher stages of consciousness rather than just deposit information for future use, for knowledge emerges only through invention and inquiry. While one of the criticisms of Freire is that his methods are too abstract, it must be realized that his pedagogy is designed on very basic assumptions and political realities. People read and write what they understand and what is relevant to their lives. By learning new words and new social-political realities, consciousness and literacy are both increased. Participatory methods and the encouragement of critical thinking results in a rigorous, but not rigid, pedagogy that is democratic in approach. Educational problems such as the gifted underachiever or teacher burnout can be effectively addressed through Freire's work. Six references are included. (PPB)

ED 307 229 SP 031 107

Monahan, Alicia; And Others

Accelerated Learning for At-Risk Students. Teacher, Student, Parent Empowerment.

Northern Arizona Univ., Flagstaff. Center for Excellence in Education.

PUB DATE- 10 Mar 89
NOTE- 22p.; Paper presented at the symposium on accelerating the education of at-risk students (Tuba City, AZ, March 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Acceleration (Education); *Classroom Techniques; College School Cooperation; *Discipline; *High Risk Students; Parent Teacher Cooperation; *Self Concept; Status Need; Student Motivation; Teacher Attitudes
IDENTIFIERS- *Developmental Discipline

This paper addresses the decline of teacher, student, and parental power over the past several decades and the importance of moving away from the remedial models of teaching at-risk learners to approaches which accelerate their achievement. It supports the need for collaborative ventures, and especially those which join the power of teachers and the public schools with the resources and talents of the university. The major focus of the paper is on teacher empowerment and how teachers with power in turn empower and honor students and parents. There are several references to Developmental Discipline scattered throughout the paper. Although not the primary focus of the paper, a brief report is included on research on the effectiveness of Developmental Discipline as a means of accelerating the academic achievement and enhancing the self-concepts of at-risk and disadvantaged students. Developmental Discipline and computer assisted instruction have shown the potential to contribute to the preparation of novices who are empowered to teach at-risk students effectively. (JD)

ED 307 244 SP 031 149

Handley, Herbert M., Ed.

Evaluation: Test Construction and Use. An Instructional Model for Undergraduate Teacher Education in the RAFT Program at Mississippi State University.

Mississippi State Univ., Mississippi State. Bureau of Educational Research and Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 86
NOTE- 52p.; For related documents, see SP 031 144-148.
CONTRACT- 400-85-1053
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Achievement; Educational Objectives; Higher Education; Preservice Teacher Education; Rating Scales; *Standardized Tests; Student Behavior; *Student Evaluation; *Teacher Made Tests; *Test Construction
IDENTIFIERS- Mississippi State University; *Research Applications for Teaching Project

This module developed by the Research Applications for Teaching (RAFT) project assists the preservice teacher in constructing test items to better measure the outcomes of instructional objectives. Student teachers are also assisted in the interpretation of results of a student's performance on a standardized test. Students also "trouble-shoot" a real test used by a teacher in their field to evaluate achievement. Careful attention is given to using alternative methods of evaluation of student behaviors in the affective and psychomotor domains. (JD)

ED 307 259 SP 031 176

Shaw-Baker, Margaret; Weber, Ann

A Handbook for Cooperating Teachers

Illinois State Univ., Normal. McLean County Teacher Education Center.
PUB DATE- 89
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperating Teachers; Elementary Education; *Guidance Objectives; Higher Education; Preservice Teacher Education; *Student Evaluation; Student Teaching; *Teacher Responsibility; *Teacher Role; Teacher Student Relationship

Illinois State University's McLean County Teacher Education Center has prepared a handbook for the cooperating teachers in its elementary student teaching program. This handbook serves as a guide for the cooperating teachers as they work with the teacher candidates throughout the semester. It can also serve as a model for the development of other cooperating teacher orientation programs. Each section provides material and information to be used by the cooperating teacher in developing a balanced student teaching experience. The first section defines the objectives, roles, and responsibilities within the program. Suggestions are given for preparing and establishing good relationships with teacher candidates. The communication section contains conferencing techniques, evaluation guidelines, and lesson critique forms. Another section contains the university and clinical requirements of teacher candidates during their student teaching. The final section describes formal evaluations used during the semester and tips for writing a letter of recommendation. (Author)

ED 307 302 TM 013 328

Newman, Isadore

There Is No Such Thing as Multivariate Analysis: All Analyses Are Univariate! (Presidential Address).

PUB DATE- Oct 88
NOTE- 8p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Analysis of Covariance; Analysis of Variance; Chi Square; Discriminant Analysis; Error of Measurement; Mathematical Models; Multiple Regression Analysis; *Multivariate Analysis; *Research Methodology
IDENTIFIERS- T Test; Type I Errors; *Univariate Analysis

The nature and appropriate application of the technique of multivariate analysis are discussed. More specifically, the intent of the paper is to demystify and explain the use of multivariate analysis as well as provide guidelines for selection of the most effective statistics for use in specific situations. For the purpose of this paper, the term multivariate indicates that there is more than one dependent variable that one is interested in analyzing simultaneously. The term univariate is used to mean any technique in which there is one dependent variable that is being analyzed. The relationship between multivariate analyses and canonical analysis is discussed, with specific reference to canonical correlation, multiple discriminant analysis, multivariate analysis of variance, multivariate analysis of covariance, and chi square analysis. It is demonstrated that multivariate techniques are subsets of canonical analysis and multiple regression analysis.

The discussion of multiple regression analysis covers analysis of variance, analysis of covariance, discriminant analysis, chi square statistics, and t-tests. It is concluded that what frequently appears to be a multivariate analysis question may in fact be a univariate analysis question when one focuses on determining why the research is being conducted and how the results are likely to be used. It is this focus that should lead to the selection of a statistical model or technique. It is argued that considerations of the researcher's intent and the use to be made of the results are much more important than concerns about the Type I error rate. Moreover, univariate analyses are easier to interpret than multivariate analyses and, therefore, less prone to misinterpretation. (TJH)

ED 307 315 TM 013 443

Salzman, Stephanie A.

Differences in Interpersonal Reasoning among Intellectually Talented and Intellectually Typical Children.

PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Comparative Analysis; *Elementary School Students; Empathy; Friendship; Grade 3; Individual Differences; Intelligence; *Interpersonal Competence; *Maturity (Individuals); Parent Child Relationship; *Peer Relationship; Primary Education; *Social Cognition; Talent
IDENTIFIERS- *Interpersonal Cognitive Problem Solving; Normal Children; Psychosocial Development

A study involving 46 intellectually talented and 46 typical third graders was undertaken to assess differences in psychosocial maturity across the groups. Focus was on examining psychosocial maturity through assessment of interpersonal reasoning, which is defined as the ways children exhibit sensitivity to the feelings of others and assume another's perspective. All subjects were white native English speakers, with an average age of 8 years and 4 months. Interpersonal reasoning was assessed through Piaget-style clinical interviews developed by R. L. Selman (1980). Each interview consisted of an interpersonal dilemma and a set of structured questions designed to elicit the interviewee's interpersonal reasoning relative to concepts of individuals, parent-child relationships, friendship, and peer relationships. Results indicate qualitative differences in interpersonal reasoning favoring intellectually talented children. Maturity in intellect appears to be accompanied by advanced understanding of and sensitivity to the feelings of others. However, the factors underlying the differences between the intellectually talented and the intellectually typical children may not represent differences in interpersonal reasoning abilities per se; they may be differences in verbal fluency or social experiences. A 38-item list of references is included. Examples of the interpersonal reasoning dilemmas in the domain of the individual and in that of friendship are appended. (TJH)

ED 307 328 TM 013 486

Batley, Rose-Marie; Boss, Marvin W.
The Effects on Parameter Estimation of Correlated Dimensions and a Differentiated Ability in a Two-Dimensional, Two-Parameter Item Response Model.
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). For a related paper, see ED 294 925. Document contains broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Tests; Computer Simulation; *Computer Software; *Estimation (Mathematics); Guessing (Tests); *Latent Trait Theory
IDENTIFIERS- Differential Ability Tests; Dimensional Analysis; MIRTE Computer Program; *Parametric Analysis; *Two Parameter Model

The purpose of this study was to assess the effects of correlated dimensions and differential ability on one dimension on parameter estimation when using a two-dimensional item response theory model. Multidimensional analysis of simulated two-dimensional item response data fitting the M2PL model of M. D. Reckase (1985, 1986) was conducted using the MIRTE analysis program. Six data sets (2,000 ability vectors by 104 items) were generated to satisfy two conditions of the distributions of the ability dimensions and three different degrees of correlation between two abilities. The six data sets (two distributions times three correlations) and analyses were replicated 100 times each. Summary statistics on the 100 replications were used to assess the effects of the degree of correlation between ability dimensions and differential ability on the second dimension. Results indicate that the MIRTE program recovers the structure of a multidimensional correlated space better than do previous estimation programs, especially in the cases in which the items were multidimensional in themselves. However, the MIRTE program tended to underestimate the degree of correlation between the ability dimensions, but it did not force orthogonality on the dimensions. Because of the limitations imposed on any single body of research in terms of research design, some alternative situations need to be studied. Future investigations should assess the accuracy of estimation procedures when a guessing parameter and different latent space structures are included. (TJH)

ED 307 342 UD 026 528

Medicaid Issues in Family Welfare and Nursing Home Reform. Including H.R. 2270, a Bill To Amend Title XIX of the Social Security Act To Change the Medicaid Requirements for Nursing Facilities Based on Recommendations of the Institute of Medicine of the National Academy of Sciences. Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce, House of Representatives, One Hundredth Congress, First Session (April 24 and May 12, 1987).
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
PUB DATE- 88
NOTE- 598p.; Serial No. 100-73. Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Welfare; *Employed Parents; Employed Women; Employment Problems; Family Financial Resources; Federal Legislation; Federal Programs; Fringe Benefits; *Health Insurance; Incentives; Low Income Groups; Medical Services; Mothers; *Nursing Homes; Older Adults; Patients; Physical Disabilities; Poverty; Quality of Life; Residential Care; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Medicaid; Proposed Legislation; Social Security Act Title IV; Social Security Act Title XIX

Two hearings held a month apart examine major issues concerning Medicaid benefits in family welfare and nursing home reform. The first set of hearings discusses the proposed Family Welfare Reform Act of 1987 (H.R. 1720), which is intended to replace the Aid to Families with Dependent Children (AFDC) program of the Social Security Act Title IV. Expert witnesses from the legal and social services community discuss ways to assure that women who leave the welfare rolls and return to work can continue to have Medicaid or other health care coverage for themselves and their children. Statistical data are included on two tables and two graphs. The second set of hearings concern the Medicaid Nursing Home Quality Care Amendments of 1987 (H.R. 2270), to amend the Social Security Act Title XIX to change the Medicaid requirements for nursing facilities, other than intermediate care facilities for the mentally retarded. The purpose of the amendments are to improve the quality of care that poor elderly and disabled Medicaid patients receive in nursing homes. New requirements concern the following: (1) service provision; (2) residents' rights; (3) administration; and (4) compliance and sanctions. Thity-nine witnesses from the health care community provided supporting testimony, including case studies. The full text of H.R. 2270 is included. (FMW)

ED 307 368 UD 026 795

Bauer, Jo Anne; And Others
School Placement and Maintenance of At-Risk Youth under Agency Care.
New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 89
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance; Delinquency Prevention; *Dropout Prevention; Elementary Secondary Education; Foster Children; *High Risk Students; *Out of School Youth; Program Evaluation; Public Schools; Reentry Students; *Student Placement; *Transitional Programs; Truancy; *Youth Agencies
IDENTIFIERS- New York (New York); *New York City Board of Education

In 1987, the New York City Board of Education established the following three placement units responsible for improving school attendance and preventing dropping out among at-risk youth: (1) the Central Placement Unit (CPU); (2) the Persons In Need of Supervision (PINS) Diversion Unit; and (3) the Bronx District Attorney's Educational Outreach program. The overall program goal was to return out-of-school youth under agency care to public school settings and to ensure the delivery of appropriate services. During the first year of CPU-PINS's existence, the Board of Education's Office of Research, Evaluation and Assessment (OREA) examined the roles of the three program components. This paper reports on the OREA evaluation. Evaluation procedures included the following: (1) two literature reviews (included as appendices); (2) staff surveys of Board of Education and agency programs appropriate for the target population; (3) a staff questionnaire; and (4) structured interviews with all placement unit staff. The OREA evaluation found communication lacking among units, resulting in disorganization and confusion, despite documented records of re-connecting students with educational placements. Eight recommendations were forwarded for the correction of CPU-PINS problems. Appendix A reviews characteristics of at-risk youth and includes 17 references. Appendix B reviews effective placement practices and includes 12 references. (AF)

ED 307 141 SE 050 597

Takemura, Shigekazu

A Study of Cognitive Skills and Other Related Factors in Science Education. Research Project Report.

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

PUB DATE- Mar 89
NOTE- 456p.; Contains small and light type, charts and tables which may not reproduce well.
AVAILABLE FROM- Dept. of Science Education, Faculty of Education, Hiroshima Univ., Higashisenda, Nakaku, Hiroshima City, Japan.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Development; *Comparative Education; Cross Cultural Studies; Elementary Education; Elementary School Science; *Foreign Countries; Junior High Schools; Process Education; *Science Curriculum; *Science Education; *Science Interests; Science Tests; Secondary Education; Secondary School Science
IDENTIFIERS- Japan; Korea; Philippines

The purpose of this project was to find and make clarifications about the uniqueness and similarities on various aspects of science education programs in Japan, the Republic of Korea, the United States, and the Philippines that could provide the basic considerations on curriculum development. Included are: (1) an introduction to the research; (2) a description of research instruments which measure reasoning skills, process skills, basic science achievement, laboratory skills, out-of-school science experiences, motivation towards sicence processes and love for nature, and science attitude; (3) a comparison of scientific thinking skills in the four countries' secondary school students; (4) descriptions of scientific thinking skills in Japanese elementary school students; (5) the effects of a laboratory-centered inquiry program in American sixth- and seventh-grade students; (6) implications; and (7) a summary. Additional baseline data and some of the test instruments are provided in the appendices; extensive references and more than 80 tables/figures are provided. (YP)

ED 307 156 SE 050 626

Karp, Karen Silliman

Elementary School Teachers' Attitudes Toward Mathematics: Impact on Students' Autonomous Learning Skills.

PUB DATE- Mar 89

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Measures; Case Studies; Classroom Research; *Elementary School Mathematics; Intermediate Grades; *Mathematics Instruction; *Mathematics Teachers; Qualitative Research; *Student Behavior; *Teacher Attitudes; Teacher Behavior; Teacher Education; Women Faculty

The purpose of this study was to investigate the teaching behavior and instructional methods of female elementary school teachers when engaged in mathematical instruction. This is a qualitative case study using the actual classroom setting as the source of data and the researcher as the instrument. Two female teachers were selected from each of the fourth- and sixth-grade levels of a New York State public school district. Each pair had matching amounts of teaching experience as well as comparable cohorts of mathematics students, yet the scores of each reflected opposite poles of mathematics attitudinal instruments. Data were collected through the use of tape recordings, an observational framework, field notes, unstructured and formal interviews, a student attitudinal questionnaire and artifacts during a two-month period. Findings on teacher dependence, learned helplessness, and independent learning behaviors with respect to teacher's attitude are discussed, as are implications for teacher education programs. (YP)

ED 307 172 SO 018 070

Lont, Cynthia M.
Women's Music in the United States.
PUB DATE- 8 Jul 85
NOTE- 14p.; Paper presented at the International Association for the Study of Popular Music (Montreal, Canada, July 10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Females; Feminism; History; Lesbianism; *Music; Music Activities; Musicians
IDENTIFIERS- *United States

The purpose of this presentation was to: (1) describe the history of women's music in the United States; (2) define women's music; (3) report on the status of the large women's recording companies; and (4) focus on a recent controversy in the women's music industry involving the desire for political purity versus the need for economic security. The formation of women's music in the United States resulted from a rise in political awareness of women in the lesbian-feminist subculture, the limited number of roles offered

women in mainstream music activities, and growth of the number of lesbians, who sought artistic affirmation of their lifestyle. This document defines women's music as an art form that is composed by, for, and about women, as well as economically controlled by women. The two major women's music labels, Olivia Records and Redwood Records, have existed for 12 years and were created and sustained by a few performers' popularity. Olivia Records, which began as a political organization, is currently not as politically motivated and has a commercial orientation. Redwood Records has resisted commercialization, has a political orientation, and resists mainstream recording pressures through an emphasis on unique organizational structures, sound, and audiences. As a result, this recording company has become both politically and economically successful. (JHP)

ED 307 215 SO 020 056

Hendrikson, Leslie, Ed.
Data Book of Social Studies Materials and Resources, Volume 13.
Social Science Education Consortium, Inc., Boulder, Colo.

REPORT NO.- ISBN-0-89994-330-6
PUB DATE- 89
NOTE- 166p.; For related documents, see ED 288 770, ED 268 022, ED 254 482, ED 240 010 and ED 224 763.
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; *Instructional Material Evaluation; *Instructional Materials; Resource Materials; *Social Studies

The objective of the document is to provide analyses of curriculum materials that will allow elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers to select materials that are appropriate to their students, school, and community on the basis of grade level (K-6, 7-12), discipline, underlying philosophy, goals, strategies, structure, context, innovativeness, and merit. Analyses are divided into sections by grade-level clusters. Basal materials, supplementary materials, and teacher resource materials are evaluated and signed by the evaluator. The two page analyses are followed by shorter analyses of revised editions and include an overview, required/suggested time, intended user characteristics, rationale and general objectives, context, teaching procedures, and evaluative comments and suggestions. Indexing is by author, grade-level, publisher and subject area. Addresses of publishers and distributors are provided. (PPB)

ED 307 276   SP 031 216

Zevin, Dale; McPherson, Carole
Into Adolescence: Enhancing Self-Esteem. A Curriculum for Grades 5-8. Contemporary Health Series.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
REPORT NO.- ISBN-0-941816-63-X
PUB DATE- 89
NOTE- 83p.
AVAILABLE FROM- Network Publications/ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($19.95 +15 percent handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Intermediate Grades; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Maturity (Individuals); Self Actualization; *Self Esteem; *Social Development

This book is a 10-lesson module for grades 5-8, designed to increase students' awareness of self-esteem as a dynamic, ever-changing component in their lives. Beginning with a "Full Esteem Ahead" lesson to help students identify high and low self-esteem behaviors, this module gives teachers specific instructional strategies for guiding students through a series of esteem-building exercises and group activities. The module: (1) helps students develop and achieve personal self-esteem goals; (2) examines how self-esteem can make one feel powerful and in control; (3) discusses how the media can influence self-esteem; (4) draws the connection between self-esteem and social responsibility; (5) identifies postive self-talk and affirmations as among the methods for building self-esteem; and (6) provides a framework for a self-esteem fitness program. (JD)

ED 307 289 TM 013 278

Olson, George H.

Date of Birth and Its Effect upon Performance in School over Subsequent Years.

PUB DATE- Apr 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Age Differences; Age Grade Placement; Elementary Education; *Grade 1; Individual Development; Individual Differences; Longitudinal Studies; *Predictor Variables; Primary Education; *School Entrance Age; School Readiness; *Young Children

The effects of age at entrance into school on subsequent elementary school performance were studied in a cohort of children who started grade 1 in the Dallas school system (Texas) in fall 1981. Most of the subjects were born on or after September 1, 1974 and before September 1, 1975; the spread of ages was 1 year. A total of 3,028 male and 3,019 female students was grouped into four seasonal categories based on time of birth. The subjects were between 6 and 7 years old when they entered grade 1. The Iowa Tests of Basic Skills were administered routinely to all of the students in all grade levels over the 6 years studied (1982 through 1987). In both mathematics and reading, older children began with an advantage over younger children and maintained this advantage through the 6 years studied. The advantage did not appear to be that of an accelerated learning rate, but rather that of a constant difference through elementary school. The performances of the oldest boys were comparable with those of the youngest girls, suggesting that maturation and development played a major role in the differential effects due to age. However, when the seasonal groups were compared, children entering grade 1 between the ages of 6 years 6 months and 6 years 9 months out performed those entering grade 1 between the ages of 6 years and 6 years 3 months; this difference remained constant and cannot be explained on the basis of maturation. Five tables and 10 graphs present study data. (SLD)

ED 307 201 SO 019 937

Sublett, Michael D.
Student Journals: One Geographer's Perspective.
PUB DATE- 6 Oct 88

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Salt Lake City, UT, October 5-8, 1988). Student writing samples may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Geography Instruction; Higher Education; Instructional Improvement; *Journal Writing; Program Descriptions; Social Studies; *Student Journals; *Writing Across the Curriculum; *Writing Improvement
IDENTIFIERS- *Expressive Writing

Describing one teacher's experiences with journal writing as personal habit and as a requirement for the students in his geography classes, this paper discusses the teacher's increasing reliance on student logs, which counted initially for less than 10 percent of the course grade and ended by counting for 30-40 percent of the grade. Writing helps students organize their thoughts on topics and involves them more deeply in the subject matter as they search for the answers to assigned log entries. The goal of the logs is to encourage expressive writing because it closely approximates the thought process. The mechanics of using logs in class are explored, including uniformity, grading criteria, and format. Student logs also benefit the instructor, as they provide timely feedback on the success of lectures and highlight problems encountered by students while working on projects. Nine excerpts from student logs are presented. Five references are included. (GEA)

ED 307 245 SP 031 151

Buchmann, Margret
The Careful Vision: How Practical Is Contemplation in Teaching? Issue Paper 89-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 35p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Educational Philosophy; Elementary Secondary Education; *Ethics; *Metacognition; Moral Values; *Teachers; Teacher Student Relationship; Teaching Experience
IDENTIFIERS- *Teacher Thinking

This paper suggests that the conception of teacher thinking must be expanded beyond planning and decision making. People's ordinary conception of thinking includes imagining and remembering, judging and interpreting, as well as aspects of caring and feeling. To understand the scope and meaning of teachers' thought researchers must broaden and diversify their ideas and also reconsider the assumed links of teacher thinking to action and utility. The paper analyzes the concept and activity of contemplation as one crucial process of teacher thinking that directs and supports the comprehensive practical life. Defining contemplation as careful attention and wonderstruck beholding, it examines subject matter and children as primary objects of teachers' contemplative concern. An argument is made for the practicality of contemplation by developing a concept of practice that goes beyond what an individual teacher does or what can be typically observed in teaching. The paper contends that contemplation and practice in a moral sense mutally involve each other; in reality, the activity of contemplation depends on political and practical wisdom. The paper includes examples of teacher contemplation and draws on philosophical work, both classic and current, for illustration. (Author/JD)

ED 307 329 TM 013 488

Horst, Leslie; Donahue, Maryellen
Dropout Data Analysis and Reporting: Caveats, Questions, and Recommendations.
PUB DATE- Mar 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
AVAILABLE FROM- Office of Research and Development, Boston Public Schools, 26 Court St., 3rd Floor, Boston, MA 02108.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Data Collection; *Dropout Characteristics; Dropout Rate; Dropout Research; High Schools; *High School Students; Public Schools; Recordkeeping; *Statistical Data
IDENTIFIERS- Boston Public Schools MA

Based on an assessment of the research of others and personal research experience, suggestions are provided on the analysis and reporting of data on high school dropouts. Most of the experience upon which these insights are based is associated with schools in Boston, Massachusetts. Topics covered include types of statistics to be reported, criteria for inclusion of a child in the dropout population, problems that arise from use of existing record-keeping systems, identification of the school system and grade during which the student dropped out, relationship between the conception of a "dropout" and the age of compulsory school attendance, definition and comparison of cohorts, data quality control, outcomes of students classified as dropouts, and evaluation of dropout prevention and intervention programs. The pilot data collection effort of the National Council on Educational Statistics, which will take place over the next 2 years, is lauded. A description of the Boston Public Schools procedures for reporting dropouts and calculating dropout rates is appended. (TJH)

ED 307 356 UD 026 773

Pushed Out: America's Homeless. Thanksgiving 1987.
National Coalition for the Homeless, Washington, DC.
PUB DATE- Nov 87
NOTE- 95p.

AVAILABLE FROM- National Coalition for the Homeless, 1439 Rhode Island Avenue, NW, Washington, DC 20005 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Economically Disadvantaged; Family Characteristics; Family Problems; *Government Role; *Homeless People; *Housing Deficiencies; *Housing Needs; Low Rent Housing; Policy Formation; Poverty; Poverty Programs; Program Development; Public Policy; Retrenchment; Social Change
IDENTIFIERS- Stewart B McKinney Homeless Assistance Act 1987

By winter 1987, up to three million men, women, and children will be homeless; the number of homeless persons will continue to increase at a rate of 25 percent. This report surveys the changes in the homeless population in the following 23 cities over the past year: Albuquerque (New Mexico), Atlanta (Georgia), Boston (Massachusetts), Chicago (Illinois), Cleveland (Ohio), Dallas (Texas), Denver (Colorado), Des Moines (Iowa), Laramie (Wyoming), Los Angeles (California), Manchester (New Hampshire), Miami (Florida), Milwaukee (Wisconsin), Minneapolis (Minnesota), Nashville (Tennessee), New Haven (Connecticut), New Orleans (Louisiana), New York (New York), Phoenix (Arizona), Portland (Oregon), Richmond (Virginia), Seattle (Washington), and Washington, D.C. For each city information is given on the extent of need, resources available, causes of homelessness, housing situation, and Federal role. Data were culled from interviews with scores of service providers and local government officials. Among the findings are the following: (1) the number of homeless persons increased by an average of 25 percent over the past year; (2) the fastest-growing group among the homeless is families with children; (3) over 40 percent of the homeless population now consists of members of families; (4) increasing numbers of homeless persons are working but unable to find housing that they can afford; and (5) the single most important cause of homelessness is the extreme shortage of affordable housing. Drastic cuts in Federal funding for housing programs for the poor have led to the rise in homelessness. The Stewart B. McKinney Homeless Assistance Act was an important first step, but Congress must do more to effect a long-term solution to homelessness. The creation of 350,000 new units of Federally-subsidized housing is recommended. An overview of Federal housing policies is appended. A chart illustrates the data. (BJV)

ED 307 187 SO 019 886

Butts, R. Freeman
Democratic Values: What the Schools Should Teach.
PUB DATE- 7 Oct 88
NOTE- 44p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-7, 1988). For related documents, see SO 019 562, SO 019 887 and SO 019 895-898.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Civil Liberties; Democracy; *Democratic Values; Due Process; Elementary Secondary Education; Justice; Patriotism; Privacy; *Role of Education; Social Studies; Social Values
IDENTIFIERS- Authority; Bill of Rights; Diversity (Groups); Equality (Social); Freedom; Truth; United States Constitution

If students are to fulfill their obligations and rights as U.S. citizens they must develop the ability to make careful judgements, based on a reasoned historical perspective and a meaningful conception of the basic democratic values underlying citizenship in our constitutional order. To this end, an agenda of 12 core civic values that are fundamental to the theory and practice of democratic citzenship in the United States has been devised. Called "The Twelve Tables of Civism," this agenda includes six obligations of citizenship: justice, equality, authority, participation, truth, and patriotism and six rights of citizenship: freedom, diversity, privacy, due process, property, and human rights. An in-depth discussion of each of these values, their place in the U.S. political system, and the nature of both their true and corrupted forms is given. Schools have an unparalleled opportunity to influence an entire generation of high school youth during the coming years, especially during the Constitution's bicentennial celebration. The National Competition on the Constitution and the Bill of Rights, sponsored by the U.S. Bicentennial Commission and the Center for Civic Education, is one such opportunity to invigorate the civic life of schools. Project "Civitas," conducted by the Center for Civic Education and the Council for the Advancement of Citizenship, has also been initiated, and is designed to draw up and disseminate an exemplary civic education curriculum. Twenty-three references and a list of thirteen selected readings are included. (PPB)

ED 307 230 SP 031 109

Etheridge, Carol Plata; And Others
Analysis and Practices of Teaching: Desciption of a Course.
Memphis State Univ., TN. Center of Excellence in Teacher Education.

PUB DATE- Dec 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Higher Education; *Instructional Development; Lesson Plans; *Masters Degrees; Microteaching; Preservice Teacher Education; Secondary Education; *Teaching Experience; *Teaching Methods; Team Teaching
IDENTIFIERS- Memphis State University TN; *Paideia Proposal

An introductory teacher preparation course based on Adler's Paideia concepts was examined for documentation of course content, purposes, and student reactions. Data were collected through ethnographic observations of course classes, interviews with students and professors, and examination of readings for the course. The course, "Analysis and Practices of Teaching," was team-taught by two professors to 25 graduate students beginning a 15-month Master of Arts in Teaching program for certification as secondary teachers. The course schedule included lectures, seminars, and videotaped microteaching sessions. Diverse teaching strategies were explored as the Tennessee Instructional Model (TIM) and Mortimer Adler's Paideia concepts were scrutinized and practiced. Analysis and evaluation of learning and performance were achieved through joint efforts of the professors and students. (Author)

ED 307 260 SP 031 180

Shaver, Judy C.; Wise, Beth S.

Education into the 21st Century: Looking at Cooperating Teacher Educators.

PUB DATE- 22 Feb 89
NOTE- 10p.; Paper presented at the Association of Teacher Educators Conference (St. Louis, MO, February 22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Cooperating Teachers; *Credentials; Educational History; Elementary Secondary Education; Higher Education; Student Teaching; *Teacher Qualifications; *Teacher Responsibility

A brief overview is presented in this paper of the history of using cooperating teachers to supervise student teachers and the concerns that have been shown over the years about their qualifications. Results are reported of a recent survey of 44 states, the District of Columbia, and Puerto Rico which sought information on legal requirements for cooperating teachers. There appeared to be no uniformity among requirements for the teachers who guide student teachers. Reform in this area is needed as the United States enters the 21st century. (JD)

ED 307 369 UD 026 796

Greer, Nora Richter
The Search for Shelter.
American Inst. of Architects, Washington, D.C.
REPORT NO.- ISBN-0-913-962-82-1
PUB DATE- 86
NOTE- 136p.; For related document, see UD 026 797.
AVAILABLE FROM- American Institute of Architects Order Dept., 9 Jay Gould Court, P.O. Box 753, Waldorf, MD 20601 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architecture; *Building Design; Case Studies; Economically Disadvantaged; *Homeless People; Housing; *Housing Needs; Human Services; Low Income Groups; Program Descriptions; Public Policy; *Residential Programs; *Urban Problems
IDENTIFIERS- American Institute of Architects; *Shelters; Single Room Occupancy

This report describes the response of the American Institute of Architects' Housing Committee to the homeless crisis in the United States. Based on information shared at two conferences held by the Committee in 1985, this publication examines the question of how to provide secure, dignified shelter for those with little financial resources. It includes a foreword, preface, and eight sections. Section 1, "Urban Nomads," surveys the dimensions of the homeless situation. Section 2, "Paths to Homelessness," discusses societal factors that have contributed to the problem. Section 3, "A Safe Haven," reviews available and desirable kinds of housing. Section 4, "Dignified Shelter," examines criteria for design and service aspects of shelters for the homeless. Section 5, "The Right to Shelter," explores community and government response to the needs of the homeless. Section 6, "Who's Responsible," calls on architects to involve themselves in the creation of shelter. Section 7, "Crucial Choices," contends that American society must commit itself to the care of its disabled and homeless. Section 8, "Case Studies," describes design and services of 33 shelters for the homeless in the following categories: (1) emergency shelters; (2) special needs-transitional shelters; and (3) long-term housing. Each case study includes project descriptions and such information as project size, costs, and information on architects and sponsors. A 25-item bibliography is appended. (AF)

ED 307 142 SE 050 598

The CLASS Project.
National Wildlife Federation, Washington, D. C.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-912186-43-7
PUB DATE- 88
NOTE- 134p.
GRANT- SED-79-19015
AVAILABLE FROM- The National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22184-0001 ($8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Courseware; Energy Education; *Environmental Education; Environmental Influences; Forestry; *Instructional Materials; Junior High Schools; *Middle Schools; Program Descriptions; *Science Activities; *Science and Society; Science Experiments; Science Instruction; *Secondary School Science; Teaching Methods; Wildlife Management
IDENTIFIERS- Wetlands

The CLASS project is a series of investigations and projects designed by the National Wildlife Federation as supplementary materials for existing junior high school environmental curricula. This notebook contains nine different sections: an introduction, six content areas, a series of case studies, and a resource bibliography. The six content areas cover energy use, environmental issues, forest/watershed management, hazardous substances, wetlands, and wildlife habitat management. Each of these content areas includes several components: important background information and content objectives; a set of investigations to explore the topic and learn management and ecological concepts; a list of suggested community action projects; a list of optional research projects; and a poster with suggestions for introducing the content area. The case studies are brief descriptions of environmental projects carried out by students around the country. The resource bibliography includes the names of reference materials for the teacher and student, free or inexpensive material from government and private organizations, films, and related educational activities. (MVL)

ED 307 157 SE 050 627

Kennedy, Kevin
Technology Policy Task Force Hearing Summary. The Technical Enterprise for Computers, Communications, and Manufacturing in the 21st Century. Report Prepared for the Technology Task Force, Transmitted to the Committee on Science, Space, and Technology. House of Representatives, One Hundredth Congress, First Session (November 1987).
Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

PUB DATE- Nov 87
NOTE- 57p.; Serial F. Contains small print which may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advisory Committees; College Science; *Federal Government; Federal Legislation; Federal Programs; Futures (of Society); Government (Administrative Body); Government Role; *Industry; *Policy Formation; Political Attitudes; *Research and Development; Research Utilization; *Science and Society; Technological Advancement; *Technology

It has been acknowledged that the federal government has a responsibility to provide significant support for the nation's basic research whereas the role for support of technology is less understood. This report concerns a study on the determination of the appropriate role of the federal government in technology development. Currently the federal government's principal roles in technology development are the funding of basic research and the procurement of advanced strategic technology. The witnesses at this hearing were two college professors and two industry executives. Major topics addressed in the hearing included: (1) a summary of past technological concerns; (2) organization and functions of the federal government's research and development program; (3) the place of university research and development in a competitive industrial environment; and (4) factors currently effecting private industry. Included is a list of the members of the Committee on Science, Space, and Technology, and the Technology Policy Task Force. (MVL)

ED 307 173 SO 019 634

In the Public Interest: Law, Government, and Media. Maryland Women's History Resource Packet--1986.

Maryland State Commission for Women, Baltimore.; Maryland State Dept. of Education, Baltimore.

PUB DATE- 86

NOTE- 342p.; Some graphics may not reproduce well; some materials contain small/marginally legible print. For 1987 packet, see ED 303 385.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Historical Materials (060)

DESCRIPTORS- *Biographies; Class Activities; *Curriculum Enrichment; Elementary Secondary Education; *Females; *Nontraditional Occupations; *Personal Narratives; Resource Units; Social Studies; United States History; Units of Study; Womens Studies

IDENTIFIERS- *Maryland; National Womens History Week

Designed to be used for National Women's History Week (March 2-8), this 1986 Maryland women's history resource packet centers around Maryland women who have made significant volunteer and career contributions in the areas of government, law, and the public interest media. The packet begins with suggested student activity lists and activity sheets for elementary and secondary grade levels. The two major sections, "Women in Government, Politics, and Law" and "Women in Media" present information about: (1) Maryland women in government and politics; (2) women and the vote; (3) the role of women in government and politics; (4) women in law; (5) women in Maryland's media; and (6) women and broadcasting. Biographical sketches of famous women and personal reflections, written by women currently involved in government, politics, law, and the media, predominate in these sections, and student activities are also provided. Additional materials contain: (1) information about Maryland's Women's Hall of Fame; (2) a resource directory of print and non-print resources, organizations, historic sites, and other resources in Maryland for Women's History Week; and (3) a speaker's list. (DJC)

ED 307 216 SO 020 058

Collections Management, Collections Maintenance, and Conservation.

American Association of Museums, Washington, D.C.; National Inst. for Conservation of Cultural Property, Inc., Washington, DC.

SPONS. AGENCY- National Foundation on the Arts and Humanities, Washington, DC. Inst. of Museum Services.

PUB DATE- 85

NOTE- 422p.; Charts, figures may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Budgeting; Budgets; Computers; Equipment; *Facilities; Facility Inventory; *Federal Aid; *Museums; Policy; *Private Financial Support; Professional Continuing Education; Professional Personnel; Professional Training; Questionnaires; Site Analysis; *Zoos

IDENTIFIERS- *Collections (Museums); *Conservation Centers; Informal Education

This national survey of the state of the nation's museum collections investigates collection care policies and practices, conservation issues, and private sector and federal support for museum needs. It consists of two major projects and four additional information gathering projects. The Museum Collection Survey is designed to examine all major aspects of collections care and includes information on facilities, personnel, financial support, budgeting, and collection object information. It includes data from 364 museums of various types and budget levels, over 100 supporting statistical tables, a copy of the survey questionnaire, and reports of 12 on-site follow-up assessment visits. The Survey of Conservation Professionals and Facilities includes information on geographic distribution of conservation resources, areas of conservation specialization, educational backgrounds of conservation professionals, facilities and equipment, staff profiles, and research activities. This project investigates both living and non-living collections through a conservation professionals questionnaire (589 respondents), and a conservation facilities questionnaire (120 respondents). Copies of the questionnaires and 43 graphs and charts are included. The four additional information projects are: (1) "Conservation Information and Training Programs for Museum Professionals and the General Public"; (2) "Private Sector Support for Collection Needs"; (3) "Federal Funding of Conservation and Collections Management in Museums"; and (4) "Methods of Inventory Control and Collections Management." (PPB)

ED 307 277 TM 013 197

Alderton, David L.
The Fleeting Nature of Sex Differences in Spatial Ability.
PUB DATE- Mar 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Testing; *Data Interpretation; Elementary Secondary Education; High School Students; Junior High School Students; Perception; *Sex Differences; *Spatial Ability; *Visualization
IDENTIFIERS- *Intercept Tasks; *Mental Rotation Tests; Spatial Tests

Gender differences were examined on three computer-administered spatial processing tasks: (1) the Intercept task, requiring processing dynamic or moving figures; (2) the mental rotation test, employing rotated asymmetric polygons; and (3) the integrating details test, in which subjects performed a complex visual synthesis. Participants were about 450 junior and senior high school students (over half were female). Across the gender group, performance improved substantially for all three tasks between the first session and a retest 1 month later. Although males had an initial advantage in the dynamic task, females were performing as well as males on two of three item types by the second session and had greatly reduced the difference on the third type. In the mental rotation tasks retest, females gained relatively more speed than males, but were still slower than males. There were no gender differences in speed on the visualization test, but males were more accurate, despite the gains females showed at the second test. Results indicate that practice can have large and durable effects on individual and group performance. The differential pattern of change also supports a multifactor view of spatial ability. Data caution against over-interpreting differences in performance, including gender differences, based on single testing sessions. Intercept task data are tabulated for 198 males and 238 females. Mental rotation task data are tabulated for 213 males and 239 females. Detail interpretation task data are tabulated for 204 males and 228 females. Sample task items are provided. (SLD)

ED 307 290 TM 013 279

Olson, George H.
On the Validity of Performance Grades: The Relationship between Teacher-Assigned Grades and Standard Measures of Subject Matter Acquisition.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Rating; Comparative Analysis; Correlation; Evaluation Methods; Grades (Scholastic); *Grading; High School Students; Performance; Secondary Education; *Secondary School Teachers; *Standardized Tests; Student Evaluation; Teacher Made Tests; *Validity
IDENTIFIERS- Final Examinations; Subject Content Knowledge; Survey Tests Essential Elements Learner Standards; Texas

The validity of grades given by secondary school teachers was studied. Two teacher-originated measures of performance and one independent standardized measure of achievement were examined. The teacher-originated grades were final examination grades (FINALs) and end of the semester marks (MARKs) for over 40 courses at all secondary levels. The standardized tests were from the "Survey Tests of Essential Elements/Learner Standards" (STEELS) covering the instructional content of the more than 40 courses studied, spanning the areas of language arts, mathematics, social studies, and science. Over the 44 tests examined, correlations among the three measures--MARKS, FINALS, and STEELS--often varied markedly among each other both within and among tests. No strongly consistent patterns were observed; only weak trends and tendencies were found. Within-teacher and between-school validity coefficients tended to be greatest in freshman level courses with large enrollments, which were heterogeneous in competency. There were no clear differences in marking and grading across disciplines. The generally low validity coefficients for teacher final examinations and end of semester grades imply that these measures reflect many characteristics of students. An example of the marking and grading systems typical of those used by teachers in the Dallas school system (Texas) illustrates the difficulties of marking systems, particularly when the student receives a zero for incomplete work. Ten tables provide data on student performance. (SLD)

ED 307 303 TM 013 330

Thomas, Terry A.
Acceleration for the Academically Talented: A Follow-Up of the Academic Talent Search Class of 1984.
PUB DATE- Mar 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Extracurricular Activities; Followup Studies; Grade 7; Grade 8; Grade 9; Grade Point Average; Junior High Schools; *Junior High School Students; Longitudinal Studies; Middle Schools; Peer Acceptance; Program Effectiveness; Self Concept; *Social Adjustment; Student Attitudes; Student Motivation; *Summer Schools; *Talent
IDENTIFIERS- *Academic Talent Search Program; California State University Sacramento

The purpose was to investigate the long-term impact of the California State University (Sacramento) Academic Talent Search Summer School (ATSSS) by means of a longitudinal follow-up of students at an interval of 4 years. A group of 100 academically talented middle school students (grades 7 through 9) were selected from the 350 participants in the ATSSS at California State University in 1984. Qualifications for the program were based on scores on the Scholastic Aptitude Test or equivalent test scores. During the summer, students studied fast-paced mathematics, writing, and/or Latin. Four years later, in 1988, a questionnaire was mailed to the selected students to determine their high school experiences. A response rate of 80% of the 100 locatable students gave a sample that compared favorably with the 1984 summer school group. Responses were analyzed descriptively using frequency distribution and cross-tabulation tables. Results indicate that: (1) program participants viewed the experience as highly positive; (2) academic acceleration through the program was associated with positive changes in school grades as indicated by grade point averages, interest in school and learning, and in students' abilities to get along with intellectual peers, age peers, and adults; (3) the program contributed to self-esteem and feelings of self-control; and (4) participants performed well in sports as well as academics. No pattern of social maladjustments or harmful results from the acceleration was found. (TJH)

ED 307 316 TM 013 446

Barnes, Susan; And Others
Alternative Teacher Certification in Texas.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; *Educational Policy; Elementary Secondary Education; Higher Education; *Nontraditional Education; Program Evaluation; Qualitative Research; State Legislation; *State Programs; *Teacher Certification; Teacher Education Programs
IDENTIFIERS- *Alternative Teacher Certification; *Texas

A qualitative analysis of information pertinent to alternative teacher certification in Texas is presented. Texas reform legislation passed in 1984 included a requirement for the State Board of Education to provide a route to teacher certification for those who were not graduates of teacher education programs. Those persons would be required to pass admission and certification tests required of other candidates, with the exception of the test for professional development. A 1-year supervised internship was also required. For the 1988-89 school year, a total of 10 alternative programs were approved involving 869 interns, of whom 453 are minority group interns. Information sources for this analysis included: (1) reports generated by six state agency staff after monitoring visits; (2) observations of interns, supervising teachers, and program personnel who train the interns; (3) questionnaires administered to and interviews conducted with interns and other role groups; (4) progress reports compiled by program administrators; and (5) team reports submitted to the State Board of Education. Documents reviewed by staff and team members during visits included college transcripts; results of classroom observations and evaluations conducted by local districts; admission and certification test results; and program curricula, policies, textbooks, and records. Results show that legislative and public interest in alternative routes to teacher certification will continue and that experiences with alternative certification in other states reflect those in Texas. Against this social and political backdrop, colleges and universities preparing preservice teachers find themselves in an uncomfortable position. Another implication of alternative certification is the entry of new organizational structures for delivering teacher education. Program guidelines for alternative teacher certification in Texas, a synopsis of programs approved for 1988-89, a list of names/addresses of program directors, and five data tables are appended. (TJH)

ED 307 343 UD 026 557

McGee, Elizabeth A.; Archer, Elayne

Improving Educational Opportunities for Pregnant and Parenting Students: A Report on a Survey of Policies, Programs, and Plans for Pregnant and Parenting Students in Nine Urban School Districts.

Academy for Educational Development, Inc., New York, NY. School Services Div.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Agency Cooperation; *Ancillary School Services; Dropout Prevention; *Early Parenthood; Policy Formation; *Pregnant Students; Program Development; School Districts; Secondary Education; Social Services; *Student Needs; Unwed Mothers; *Urban Education

This report describes a survey, conducted winter 1987-88, of policies, practices, programs, and plans for pregnant and parenting students in nine urban school districts. Interviews were conducted with administrators in superintendents' offices, in dropout prevention planning, and in programs for pregnant and parenting students. Among the findings were the following: (1) administrator's knowledge of this group of students is uneven; (2) support for young mothers is more limited than support for pregnant girls; (3) assistance for pregnant and parenting students is usually organized as innovations in service delivery rather than as improvements in institutional policies; (4) pregnant and parenting dropouts get shortchanged in programs set up to respond to student pregnancy; (5) dropout prevention initiatives slight the needs of pregnant and parenting students; (6) coordination among public sector agencies working with teenage mothers is limited; and (7) administrators' proposals and plans for improving help to pregnant and parenting students do not pay adequate attention to policy reform and interagency collaboration. Recommendations for improving young mothers' educational opportunities are offered. (BJV)

ED 307 202 SO 019 938

Lilien, Elliot
Competition Experiment with World Cultures Class.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Class Activities; *Competition; Cooperation; Educational Research; Grade 9; High Schools; *History Instruction; *Instructional Innovation; Social Studies; *Student Motivation; *World History
IDENTIFIERS- *Academic Competitions

This paper reports on a research study which attempted to determine whether competition could generate the same enthusiasm in the classroom (for learning) as it does on the playing field (in sports). Ninth grade world cultures students at Concord-Carlisle High School, Concord, Massachusetts were led to believe that they were competing in an All-East Coast Academic Tournament composed of classes comparable to their own. "Official" tournament charts and outside "proctors" gave the situation legitimacy. Along with the interschool competition, students in the class had an intraclass competition among themselves. The tournament process is discussed, as is the composition of the class involved in the study. As a result of the experiment, attendance increased significantly and student grades improved. The difference in performance between boys and girls was examined. Lilien concludes that this type of activity should not be used because: (1) the increased pressure turns some students off and they do not function as well when pressure is present; (2) the level of historical learning is not very high; and (3) some people argue that "learning ought to be cooperative and not competitive." A chart is provided that details individual student's grades before the tournament, their grades on the final examination, and the number of correct questions answered during the "competition." (GEA)

ED 307 261 SP 031 181

Breast Cancer. Patients' Survival. Report to the Chairman, Subcommittee on Health and Environment, Committee on Energy and Commerce. House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/PEMD-89-9
PUB DATE- 28 Feb 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cancer; *Drug Therapy; Medical Care Evaluation; Middle Aged Adults; *Mortality Rate; Special Health Problems
IDENTIFIERS- *Breast Cancer

This monograph examines the effectiveness of adjuvant chemotherapy in premenopausal women with breast cancer that has spread to the lymph nodes under the arm. The review focuses on the issue of how the survival of node-positive breast cancer patients has changed over time. It concludes that the survivability benefits from this treatment need further study since no visible improvement was indicated in the findings. (JD)

ED 307 231 SP 031 132

Bibliography of Research Related to Secondary Education. Spring, 1989.
National Center on Effective Secondary Schools, Madison, WI.; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 61p.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citations (References); Educational Research; *Educational Resources; *Secondary Education; *Secondary School Curriculum

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main topics: a category for references of general interest; another for reform strategies designed to promote academic achivevement; and a third for literature relevant to specific research projects conducted at the National Center on Effective Secondary Schools. Each citation also includes an ERIC access number, if available, at the end. Author and subject indexes are also provided. (JD)

AUTHOR INDEX

Abbey, Nancy
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